DOCUMENT RESUME

ED 197 529 EC 131 731

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TITLE The PREP Play Program: Play Skill Instruction for Young Mentally Retarded Children.
INSTITUTION Alberta Univ., Edmonton.
SPONS AGENCY Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE Nov 79
NOTE 356p.: For related document, see EC 131 730.

EDRS PRICE MF01/PC15 Plus Postage.
DESCRIPTORS Early Childhood Education: Group Activities: *Individualized Instruction: *Moderate Mental Retardation: *Motor Development: *Play: *Sequential Approach: *Student Evaluation: Task Analysis: Teaching Methods

ABSTRACT

The document provides information on the PREP Program for young moderately mentally retarded children, a program which offers individualized instruction in selected play skills, small group activity to facilitate the practice of play skills, and the encouragement of purposeful play within a stimulating free play environment. It is explained that students are assessed on target skills and task sequences in the areas of locomotion, large play equipment, small play equipment, and play vehicles. Procedures are outlined for assessing skills using the Free Play Inventory and the Individual Student Profile. The prescription of skills for instruction is seen to involve choosing target skills and choosing the task step. Individualized instruction is discussed in terms of the teaching episode, preresponse prompting, response evaluation, postresponse feedback, and teaching over a series of episodes. Guidelines are delineated for using the Daily Record Form to monitor progress and evaluate instruction. Finally, information is outlined on teaching groups of children with sections on objectives of group activity, the structuring of group activity, structuring the physical environment, and teaching strategies in group activity. Appendixes include assessment forms: monitoring forms: task sequence tables for locomotion: large play equipment, small play equipment, and play vehicles: and samples of group activities. (SBH)

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THE PREP PLAY PROGRAM:

Play Skill Instruction for Young Mentally Retarded Children

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November 1979

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Dedication

This book is dedicated to the memory of Dr. Patricia Austin who initiated the PREP Program in 1974. Dr. Austin was an outstanding physical educator whose interest and energies were directed towards the development of activity programs for the handicapped. Her influence has been felt locally, nationally and internationally through her contributions to the field of adapted physical education and recreation.

Acknowledgements

The PREP Program, now part of The Patricia Austin Centre for Adapted Physical Activity Research and Program Development, has received support from a number of sources in the past six years. The Faculty of Physical Education and Recreation and the Department of Physical Education have contributed staff, facilities, services and support staff throughout that period. The Government of Alberta through the Department of Social Services and Community Health and the Department of Recreation, Parks and Wildlife contributed funding for a number of years. Dr. Perry Kincaide has been especially supportive throughout the development of the program. The revisions and further development of the PREP Program however, were made possible by a grant from Alberta Education, Planning and Research Branch in cooperation with the Edmonton Catholic and Public School Boards.

The PREP Program was initiated in 1974 under the direction of Dr. Patricia Austin. In its years of operation since then there has been a large number of staff and students who have made contributions to the development and implementation of the program. These people are listed under Project Staff on the following page. Three people in particular however, have worked very hard on the development of these materials. Cheryl Castle and Debbie Shatz contributed much energy and many ideas to the chapters on assessment, prescription and teaching. Ken Glance put many of the finishing touches on those chapters and contributed a good deal to the task sequences in the Appendix.

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TABLE OF CONTENTS

	PAGE
1. INTRODUCTION	1
2. ASSESSING CHILDREN'S SKILLS	7
Assessing Skills Using the Free Play Inventory	14
Assessing Skills Using the Individual Student Profile	15
3. PRESCRIBING SKILLS FOR INSTRUCTION	20
Choosing Target Skills	20
Choosing the Task Step	23
4. INDIVIDUALIZED INSTRUCTION	29
The Teaching Episode	30
Pre-Response Prompting	35
Evaluating the Response	41
Post-Response Feedback	42
Teaching Over a Series of Episodes	44
5. MONITORING PROGRESS AND EVALUATING INSTRUCTION	46
6. TEACHING GROUPS OF CHILDREN	54
Objectives of Group Activity	55
Structuring Group Activity	57
Structuring the Physical Environment	64
Teaching Strategies in Group Activity	65
REFERENCES	70
APPENDIX A. ASSESSMENT FORMS	73
APPENDIX B. MONITORING FORMS	91
APPENDIX C. TASK SEQUENCES	94
APPENDIX D. SAMPLES OF GROUP ACTIVITIES	173

PREP PLAY PROGRAM

1. INTRODUCTION

INTRODUCTION

The unstructured free play activity of the young child has long been recognized as a reflection of, and a vehicle for, the development of competencies in the motor, social, cognitive and emotional dimensions of the child's life. During his early years, the child acquires with apparent ease a wide range of locomotor and object control skills that are applied with great sophistication in free play activity of a solitary or social nature. In contrast to the purposeful and vigorous play of the normal preschool child, the play of the mentally retarded child is often listless and inactive (Benoit, 1955; Kuiper, 1967), lacking sophistication in both quality and quantity (Linford et.al., 1971; Noble, 1975; Wall, 1974) and characterized by immature and unskilled locomotor and manipulative activities (Keeran, Grove, and Zachofsky, 1969; Knox, 1974; Carr, 1975; Watkinson, 1977). This difference may be due to either inherent or experiential factors but in either case it is clear that the retarded child fails to develop normal patterns of play without intervention (Noble, 1975; Wall, 1976).

Over the past five years, the staff and students of the Physical Activity Research and Demonstration Centre at the University of Alberta have developed the PREP Play Program. The goal of the PREP Play Program is to teach play skills to young moderately mentally retarded children.

An important underlying assumption of the PREP Program Model is that improving a child's individual play skills will enable him to play more effectively in any unstructured play environment. Therefore the play skills selected for individualized instruction are those most

commonly used by all children during free play. Within a PREP Program session, instruction is carried out while the children are engaged in play. The teacher interacts with one child for a short time (one to five minutes) while other children spend time in free play. In this way, a substantial part of the child's time is spent in spontaneous play which is interrupted periodically for short instructional episodes. These interruptions to the child's free play are made with sensitivity to the nature of the child's patterns of play; sophisticated play activities are allowed to continue, while isolated unpurposeful play is more frequently interrupted.

The majority of the teaching is carried out in the one-to-one teaching situations during play, but a small part of each play period is devoted to instruction of small groups of children who have similar movement capabilities. Group teaching episodes are short and simple in content and attempt to give children opportunities to practice newly-acquired skills in a group context.

In summary, there are three major aspects of a given PREP Program session: individualized instruction in selected play skills, small group activity to facilitate the practice of play skills, and the encouragement of purposeful play within a stimulating free play environment.

The central feature of the PREP Program is an ordered set of task-analyzed, instructional sequences designed to facilitate the assessment, selection, and teaching of culturally-normative motor skills (Watkinson, 1976). Each instructional sequence consists of criterion-referenced performance objectives which specify increasingly skillful behavior on

a given motor task. These instructional sequences comprise the teaching objectives of the PREP Play Program. The instructional sequences for some target skills were originally based on the patterns of motor development outlined in the classic papers on this subject (Shirley, 1931; Bayley, 1935; Gesell, 1940), and on recent revisions of these patterns for use with exceptional children (Cohen, Gross, and Haring, 1976). The majority of the sequences however, were designed in the PREP Program, and were formatively evaluated and consequently revised over a period of five years. Specific information on the component parts of selected target skills was obtained from the research of developmental kinesiologists (Wickstrom, 1970). The criterion-referenced measurement techniques and task-analytic methods were based on recent educational and skill learning studies (Mager, 1962; Popham and Baker, 1970; Robb, 1972; Baine, 1978).

An essential complementary feature to the above task sequences is the instructional techniques that are used by the teachers during individualized instruction. These techniques are compatible with a human performance model of skill learning (Welford, 1968; Gentile, 1972; Robb, 1972), with studies of early skill learning from the developmental literature (Bruner, 1973; Wade, 1974), and with recent studies in applied behavior analysis (Hardiman et.al., 1975; Peterson and McIntosh, 1973; Wehman and Marchant, 1977 and 1978). On the basis of the above information, the PREP Program Instructional Model was developed (Figure 1). This model is congruent with other direct instructional programs designed for use with mentally retarded children (Wessel, 1975; Martin et.al., 1975; Kysela et.al., 1976; Bender and Valletutti, 1976).

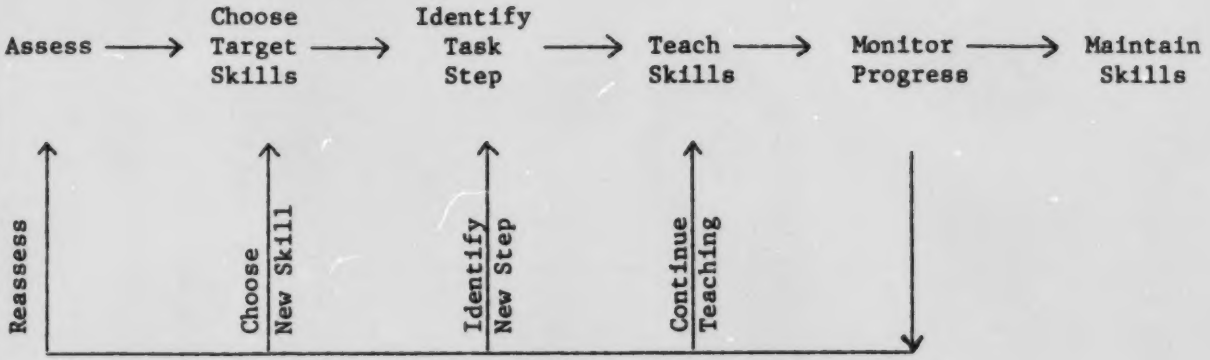

FIGURE 1: The PREP Program Instructional Model

As indicated in Figure 1 the PREP Instructional Model consists of six major phases which are designed to optimize individual instruction in motor skills. The first phase in the instructional process is the observational assessment of the child's skill proficiency within the range of play skills performed during free play. A more comprehensive assessment is then completed using the PREP Individual Student Profile. In this Profile, the play skills that have been identified as being of major importance in a child's free play repertoire are listed under four major categories: skills for locomotion, skills for large play equipment, skills for small play equipment, and skills for play vehicles. A task analyzed instructional sequence has been written for each of the target skills within these categories. The behaviorally-defined task steps within each sequence allow the teacher to assess the exact skill performance of a child on any group of PREP target skills.

Once this detailed assessment has been completed, then the next step in the instructional process is the selection of target skills for instruction. This selection is based on the range of skills and the degree of skill proficiency demonstrated by the child during the assessment phase. The factors that are considered in making the specific prescription include the child's skill repertoire, his age and size, his apparent willingness to attempt new skills, and the estimated time for the acquisition of certain skills based on previous records of other children. Usually only two or three skills are selected for instruction at one time for each child.

Individual instruction on the prescribed skills is based on three important components: the task-analyzed instructional sequences, the careful reduction of the degree of teacher assistance when a child is

performing a skill, and the use of reinforcement and feedback techniques during the instructional episode.

Following each instructional episode within a PREP session, the teacher monitors a child's progress by recording and later graphing the performances on appropriate recording forms. Every two weeks the progress records are analyzed and decisions are made regarding the relative degree of progress. If a child is not progressing rapidly enough on one or more of the prescribed target skills, then the teacher may decide to terminate instruction. If some progress is evident, then the teacher may continue instruction on the target skills. If considerable progress has been made by the child then certain skills may be placed on a maintenance program, that is, they are simply reviewed approximately every two days rather than given daily periods of instruction. At regular intervals, the overall individual skill profile of each child is reviewed to decide on new target skills or instructional strategies.

The next five chapters of this book provide information on the six phases of the PREP Instructional Model as well as information on the teaching of group activities.

PREP PLAY PROGRAM

2. ASSESSING CHILDREN'S SKILLS

ASSESSING CHILDREN'S SKILLS

The goal of the PREP Play Program is to assist young children in achieving developmental play skills that have wide applicability in a number of play environments: the school playroom, the home, the back-yard, the playground. It is hoped that, by learning the play skills that make up the repertoire of other young children, the retarded child can learn to play in any of these situations.

The play skills that appear to contribute to the leisure time of normal young children have been identified as TARGET SKILLS for instruction in the PREP Program. Acquisition of all of these skills during the preschool and middle childhood years may not be feasible. However, the purpose of the PREP Program is to help children achieve some of these skills so that the quality and quantity of their recreational play will be enhanced.

Each Target Skill is one of a group of skills that makes up one aspect of a child's play. Four groups or categories of skills have been identified as having major importance in a child's play repertoire. SKILLS FOR LOCOMOTION are those that he uses to get somewhere, SKILLS FOR LARGE PLAY EQUIPMENT are those that he might apply most often with large indoor or outdoor play equipment. SKILLS FOR SMALL PLAY EQUIPMENT are those skills that are needed to manipulate balls, bats, and other small objects, and SKILLS FOR PLAY VEHICLES are skills that are needed to ride tricycles, wagons and scooters. The complete list of Target Skills for each category can be found in Figure 2.

Each target skill has been broken down into a number of learning tasks arranged in a logical sequence to facilitate assessment and

SKILLS FOR LOCOMOTION	SKILLS FOR LARGE PLAY EQUIPMENT	SKILLS FOR SMALL PLAY EQUIPMENT	SKILLS FOR PLAY VEHICLES
Running	Ascending an Inclined Bench on Stomach	Throwing	Riding a Scooter (Sitting)
Ascending Stairs	Ascending an Inclined Bench on Hands and Knees	Kicking	Riding a Scooter Down an Incline (Sitting)
Descending Stairs	Walking up an Inclined Bench	Catching	Tummy Riding on a Scooter
Jumping Down	Jumping on a Trampoline	Bouncing	Tummy Riding Down an Incline on a Scooter
Jumping Over	Seat Drop on a Trampoline	Hitting with a Baseball Bat	Pulling a Wagon
Hopping On One Foot	Swivel Hips on Trampoline	Striking with a Hockey Stick	Riding a Wagon
Forward Roll	Sliding Down a Slide	Stopping a Puck with a Hockey Stick	Riding a Tricycle
Backward Roll	Climbing on a Box	Passing a Puck with a Hockey Stick	Riding the Back of a Tricycle
	Swinging on a Rope	Jumping a Rope Turned by Two People	
	Swinging on a Bar		
	Swinging on a Swing		
	Hanging from Knees on a Horizontal Ladder		
	Rolling Around a Bar		
	Ascending a Ladder		
	Descending a Ladder		

FIGURE 2: PREP PLAY SKILLS

instruction. This TASK SEQUENCE begins at a low level of difficulty so that the child's performance at a very elementary level can be sensitively assessed. The last step in the task sequence is the target skill. These steps have been tested with groups of young retarded children and they seem to be appropriate for most of them. There may be occasions when they are not exactly right for a particular child,but teachers should remember that developmental and learning sequences are not absolutely rigid. There may be variations within a group.

The Target Skills and their Task Sequences are the basic elements of the assessment. They are written in a shortened form on the INDIVIDUAL STUDENT PROFILE (see Appendix A). For example, for the Target Skill of Running, the sequence is as follows:

1. Walks quickly
2. Runs with instances of non-support.
3. Runs with bent arms moving in opposition to legs.
4. Runs quickly, dodging obstacles.

The last step in the sequence is the target skill. Children who attain this step will have the skill necessary to play well in most activity settings.

Each of these steps is described more specifically in Appendix B where the complete Task Sequences and instructional materials for each Target Skill are found. A description of the behavior required, the conditions under which the performance should occur and the standards that should be reached is included in the left-hand column for each skill, so that teachers can be assured that they know when their children have met the criteria for adequate performance at each step.

Assessment is one of the most important parts of an instructional

program since it is through assessment that a teacher determines which Target Skills each child has and where he is performing in the Task Sequences. Knowing what a child can do will tell the teacher what the child needs to learn to do so that the teacher can concentrate on teaching those skills the child is lacking. For this reason the PREP Program suggests that a comprehensive assessment be done on each child. The teacher can then look at the child's complete skill repertoire before making a decision concerning which skills require precious instructional time.

In assessing a child's play skills it is important to know both what the child can do and what he actually chooses to do with some frequency. Presumably the skills he chooses to do when he is alone and playing freely are well-learned and require no instruction. Those that he can do but only when asked or shown, may need practice and reinforcement so that the child will eventually choose to do them on his own. Those skills that the child cannot do, even when asked, need instruction before they can be used when they are needed in play activity. The PREP assessment then includes a comprehensive skill assessment (using the Individual Student Profile) on each child to determine which skills fall into these three categories:

1) those that require no attention because they are being used in a skillful manner frequently in free play.

2) those that may require some review or practice with reinforcement. These are the skills that can be performed skillfully but only when the teacher asks the child to do them, or shows him how to do them.

3) those that require intensive instruction. These are the skills that are not performed

well or not performed at all, and also those skills that require physical assistance.

To obtain the above information the teacher must assess each skill looking at the child's performance on the Task Sequence and identifying the amount of assistance that is required in performing the tasks. Four levels of performance, differing in the degree of teacher assistance needed, are outlined in the columns of the Individual Student Profile:

1) Initiates in Free Play (No Prompt)

   This level of performance is checked when a child uses a skill or task in free play without any assistance or suggestion from the teacher.

2) Performs with a Verbal Prompt

   Verbal prompts are any sounds, words or sentences the teacher uses to help a child perform the skill. They may be simple suggestions or longer explanations.

3) Performs with a Visual Prompt

   Visual prompts are non-contact teaching behaviors that focus the child's attention on key features of the skill. They may be demonstrations or gestures and they are generally accompanied by a verbal prompt.

4) Performs with a Physical Prompt

   Physical prompts include any kind of physical assistance in which the teacher directly contacts the child's body or body parts. They may be preceded by a visual prompt and should be paired with a verbal prompt.

The teacher's assessment of each Target Skill then, is on a matrix with the Task Sequence on one dimension and the level of performance (amount of teacher assistance) on the other dimension. This matrix is illustrated below for the Target Skill of Running.

Running	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Walks quickly.				
2. Runs with instances of non-support.				
3. Runs with bent arms moving in opposition to legs.				
4. Runs quickly, dodging obstacles.				

Figure 3: Assessment Matrix for Running

The teacher would be wise to set aside three or four sessions at the beginning of her program to complete comprehensive assessments on a group of six to eight children. The time will not be wasted because during assessments children are free to play with and practice the skills they already have. Many of the Target Skills (for example; running, jumping, throwing, climbing) can be assessed in a group session with the teacher giving verbal prompts and visual prompts to all the children at once.

ASSESSING SKILLS USING THE FREE PLAY INVENTORY

The best way to begin the task of assessment is to watch the children during free time when a number of pieces of equipment are set up and available for play. Tricycles, balls of different sizes, sticks and bats can all be in the playroom at once, or the children may be restricted to the use of the equipment needed for specific skill categories (see Appendix A for a list of equipment for each skill category). Target Skills that require specialized equipment that is not available to the teacher can simply be ignored. With forty skills listed there are bound to be a large number that can be accomodated even in an ill-equipped playroom!

The teacher should use a FREE PLAY INVENTORY (see Appendix A) during the first session of the program. It contains a list of the Target Skills in each category and can be used to identify the skills that are initiated in free play. After recording the children's names in the spaces provided she can spend frequent one-minute periods in observation of each child and record under his name the skills that he seems to use competently. Even without a complete knowledge of the learning tasks in each sequence the teacher will be able to identify some of the target skills that are well learned. Before the next session she can transfer the checks to INDIVIDUAL STUDENT PROFILES on each child, marking the last step in the sequence with a check under the column "Initiates in free play" for any Target Skill she feels has already been achieved. Two checks should be obtained for each skill if possible. Skills that are checked will require no more attention, either in assessment or in instruction.

The Free Play Inventory will give the teacher some idea of the range of skills of her children. If there are no checks she will know that

she will probably be starting at the beginning with all of her children. If there is a wide range of skills in her class she may decide to limit group instruction to very brief and infrequent periods during her program. Watching the children in free play and noting carefully what they do makes most people very sensitive to the need for individualized instruction.

After several months the teacher may want to repeat this informal check on free play to see if her children are initiating more skills, particularly those skills that have received intensive instruction during the play program. This will give her a realistic, if limited, view of the effectiveness of her program.

ASSESSING SKILLS USING THE INDIVIDUAL STUDENT PROFILE

On the second day of the program the teacher should be ready to assess each child more comprehensively. She may want to begin by choosing two or three skills that were not checked off on the Free Play Inventory and assessing each child on these skills. The teacher must be familiar with the Task Sequences in each skill she is going to assess, so some time must be devoted to studying these Task Sequences.

To assess a specific Target Skill with one child the teacher should begin with a Verbal Prompt, either as a direct command ('Jump down, Joey') or as an indirect command ('Can you jump down, Joey?'). Wherever possible the teacher should make use of the child's proximity to a particular piece of equipment when she assesses a skill. If the child is near the horizontal bar she might try to assess bar swinging, and if other children approach her at the bar she should complete the assessment on them also. The time may come, however, when she must entice, or physically steer a

child to a piece of apparatus so that she can assess another skill.

If the child responds with the correct target skill after the verbal prompt on two trials the teacher should put a check mark in the verbal prompt column of the last step in the sequence and move on to another target skill.

If after a repetition of the verbal prompt the child does not respond or gives an incomplete or incorrect response or responds at a lower task level, the teacher should demonstrate the target skill while she repeats the verbal prompt. (In fact, the teacher should always pair a verbal prompt with physical or visual prompts, though she only needs to record the prompt that reflects the greatest degree of teacher assistance.) Failure to obtain a correct response with a Target Skill demonstration should result in the teacher giving demonstrations paired with verbal prompts at progressively lower tasks in the sequence, until she gets a response or until she has reached task one of the sequence. The teacher should remember that she wants an accurate picture of the child's competencies - giving physical assistance too early can mask the child's real skills. It is important to give him time to respond after a verbal and visual prompt. Physical prompting should be given only when it is apparent that the child will not respond to a demonstration (visual prompt) even at the first task step.

The Individual Student Profile should reflect what a child can do and what he cannot do. The teacher, therefore, must record (with an X) those skills that were visually or verbally prompted and received no response or an incorrect response. At least two trials are necessary to demonstrate competence or lack of it.

After assessing on running the child's profile may look like this:

Running	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Walks quickly	✓ ✓	x x		
2. Runs with instances of non-support		x x		
3. Runs with bent arms moving in opposition to legs		x x		
4. Runs quickly, dodging obstacles		x x	x x	

In this case a physical prompt was necessary to get a correct response at task one after a visual prompt failed to elicit a response that was more sophisticated. In this case, as in all cases, instruction will begin at the lowest task step where a physical prompt was required to get a response.

If the teacher moves down through the Task Sequence giving demonstrations paired with verbal prompts and does receive a correct response at a lower level in the sequence, she can prescribe instruction at the physical prompt level of the next highest task step without further

assessment. In this case the assessment might look like this (* indicates where instruction should begin):

Running

	Resists Performing	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Walks quickly.			✓ ✓		
2. Runs with instances of non-support		*	x x		
3. Runs with bent arms moving in opposition to legs			x x		
4. Runs quickly, dodging obstacles			x x	x x	

Since a good number of the target skills have similar verbal prompts or visual prompts regardless of the Task Step that is being sought, the teacher may simply use the verbal prompt and visual prompt on several trials and record the child's typical response in the appropriate box. The verbal prompt 'run fast' may elicit a fast walk from one child and a mature run from another. Repeated demonstrations for each task are not required in these cases.

For some of the task steps teacher assistance is required as part

of the competency. In the rope swing for example the first step is "holds on with hands while being swung". In this case the teacher has to assess the child's skill in holding on, not his ability to swing. 'Physical prompting' would mean that the teacher had to hold his hands on the rope while she swings him. At the next step the task focuses on locking his knees. 'Physical prompting' here would be in helping him keep the rope between his knees - he would be holding on to the rope entirely by himself. If he did it with a verbal prompt at this task he would hold on and lock his knees when told to, but he would still require the teacher's push or pull to swing.

After three days of assessment the teacher should have completed assessments on several skills for each child. At this point she may want to begin instruction on one of these skills if she considers it a high priority and continue her assessment of the remaining skills in all categories on subsequent days. If, however, the student can perform most of the first skills assessed, even if not at the target level, the remainder of the assessment may reveal some weaknesses that should receive attention. For these children with a broad but shallow skill repertoire assessment should continue until all skills have been tested prior to prescription.

Throughout the assessment periods teachers should take note of any skills that are initiated in free play. These should be checked at the initiation level whether they were performed at target skill or at a lower task step. Some of the skills are highly sophisticated for very young children but initiation of the lowest step in the sequence might be an indication that the target skill will be acquired without intervention.

PREP PLAY PROGRAM

3. PRESCRIBING SKILLS FOR INSTRUCTION

PRESCRIBING SKILLS FOR INSTRUCTION

CHOOSING TARGET SKILLS

After completing a comprehensive assessment of each child's skills the teacher needs to choose skills for instruction so that the prescribed program is suited to the child's needs. It can be difficult to choose the right skills to devote instructional energies to because there are a lot of factors that should be, or can be, considered. There are trade-offs to be made, sometimes between the child's enjoyment and his needs, sometimes between present reward and future benefits.

In prescribing skills for instruction teachers should first consider the child's progress through the normal sequence of development. Certain skills are usually learned earlier than others in the developmental sequence, and while they may not be prerequisites to later skill development, they may be easier to acquire. Running, jumping, climbing, and kicking appear earlier than catching, throwing, and striking. The latter skills, in fact, are not usually achieved until six of seven years of age by the normal child. When children appear to be lacking in <u>all</u> of these skills, time might be better spent on the former ones.

However, developmental sequence <u>must</u> be considered in light of chronological age also. Young retarded children (3 - 6 years) have the time ahead of them to learn the majority of these skills in the usual order. The older child however (at 8 or 9 years of age) may have a limited number of years of instruction ahead of him. For him it may be better to skip many of those skills usually learned earlier and try to focus on skills that may give him satisfaction with his family (throwing and catching, later leading to throwing and catching with a glove) or

with his own feelings of accomplishment (riding a tricycle or doing a seat drop on the trampoline). In this case choosing a target skill that is recreationally beneficial may be more rewarding than trying to begin at the beginning.

Some of the forty target skills are typically learned more quickly than others. Past experience has shown for instance that swinging on a bar or a rope, going down the slide on a scooter and bouncing on a trampoline are acquired relatively quickly -- perhaps because of the inherent excitement in the task or because the task demands the child's attention. Choosing one task that has this feeling of vertigo(and is more easily achieved),along with one that is less intrinsically motivating (and takes longer to achieve)may be a good idea. This will allow the child to become independent in play in at least one activity fairly quickly. Some activities allow this independence to occur earlier than others actually. In the scooter skills for instance the child can be independent of the teacher as soon as he can do the first task in the task sequence. In other skills (for example, rope swing, bar swing, tricycle, catching), the child needs to reach the target skill before he becomes completely independent. Children who spend very little time in constructive play on their own benefit from instruction in a skill that can be applied independently in play as soon as possible.

Naturally, it is important too, to take into consideration the child's apparent preferences. If he spends a good deal of time watching other children in an activity it may be easy for the teacher to begin teaching that activity. Certainly it is very difficult to try to maintain a child's interest in learning a skill that is not appealing to him! Skills that are important to other children in the program may be

more important to him.

In summary, a prescription should take into account some of these factors, so that the child's instruction fulfills a very personal need. Most children require some extension in the RANGE of skills they can play with and so teachers should try to introduce new skills, choosing dissimilar ones, usually from different categories. But retarded children also lack DEPTH in their skills, and teachers should try to increase the performance level within a skill so that those skills that are used at a low level of sophistication become more mature in their application in play situations.

It is recommended that teachers prescribe one to three skills for instruction depending on the number of children in the program. Skills should receive instruction every day of the program and too many skills will cut down on instructional time. Teachers can begin by prescribing one new skill and one that requires upgrading. As these skills are acquired at the target skill level, or at a satisfactory task step, new skills can be added to the prescription.

CHOOSING THE TASK STEP

Once a target skill has been chosen for instruction the teacher must look again at the student's assessment on that skill to decide exactly where to begin instruction.

For example, in the following assessment the child could not respond to a visual prompt at any task step. Instruction should begin on Task One at the physical prompt level (*) then, and the teacher should attempt to move the child towards performing Task One without physical prompting.

Running

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Walks quickly	* ✓ ✓	x x		
2. Runs with instances of non-support		x x		
3. Runs with bent arms moving in opposition to legs		x x		
4. Runs quickly, dodging obstacles		x x	x x	

In the second example the child can initiate the first task in the sequence and can perform task 4 but not task 5 with a visual prompt. It can be assumed then that task five, in this case the Target Skill, would require some physical prompting. It is on this last step then that instruction would begin (*), and the teacher would start by using physical prompts.

Riding a Tricycle

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Sits with feet on pedals while pushed				✓ ✓
2. Pedals after initial push				
3. Pedals forward, ½ revolution, pedal pre-set				
4. Pedals forward from stopped position		✓ ✓		
5. Steers tricycle around obstacles	*	x x	x x	

There are some skills in which assistance is required within a task step. In the rope swing, for example, the first task requires that the child hold on while he is being swung. In other words, the focus of the competency is on 'holding on'. If physical prompting is required to help the child hold on with his hands then this would be the place where instruction would start (*) as in the following example.

Swinging on a Rope

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play
1. Holds on with hands while being swung	* ✓ ✓	x x		
2. Holds on and locks legs while being swung		x x		
3. Swings on rope		x x	x x	

If, however, the child can hold on while he is being swung (if he is given a verbal prompt "hold on tight" along with a visual prompt), but he cannot yet lock his legs, then instruction would begin with physical prompting at Task Two (*), and the assistance would be directed towards

helping the child lock his legs around the rope. His assessment would look like this:

Rope Swinging

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play
1. Holds on with hands while being swung		✓ ✓		
2. Holds on and locks legs while being swung	*	x x		
3. Swings on rope		x x	x x	

It is important to look at the child's complete skill repertoire before making prescriptions. Those skills that were frequently initiated in free play will obviously not be prescribed for instruction. Those that could be performed with a verbal or visual prompt at target level or close to it will benefit from periodic review or maintenance but perhaps should not be given intensive instruction if other skills are more in need of attention. The teacher must attempt to increase the child's range of skills, at the same time ensuring that an adequate number of skills can be performed independently, so the child has several

things he can do when he is left alone. Some skills then may require upgrading in proficiency, or in degree of teacher assistance needed, while other skills may be completely new to the child's repertoire. The important consideration is the child's free play time and the teacher can probably begin by asking this question: "What can I do to give this child the skills he needs to use his free time constructively?".

Once the prescription has been made, and the Task Step at which instruction should begin has been found, the teacher can start individualized instruction on these skills.

PREP PLAY PROGRAM

4. INDIVIDUALIZED INSTRUCTION

INDIVIDUALIZED INSTRUCTION

Individualized instruction in skills takes place within play in brief instructional episodes in which a teacher usually interacts with one child. The teacher's intention should be to move the child through the Task Sequence to the Target Skill, at the same time ensuring that the child reaches complete independence as early as possible in the Task Sequence. To do this she must employ systematic techniques of instruction that can best be understood by examining very closely the teacher-child interaction in an instructional episode.

THE TEACHING EPISODE

A teaching episode in the PREP Program begins when the teacher initiates an interaction with a child through any means of communication, and ends when the child is left alone again to play.

An instructional episode may last for ten seconds or ten minutes, and it may include one or many repetitions of the skill response. The important point however is that it can be viewed in terms of the child's behavior, the teacher's behavior and the relationship between these two.

In terms of the child's behavior the episode must seek to obtain skill responses at the greatest possible level of independence and with the greatest possible level of skill. It must also contain as many skill responses per unit of time as possible. In other words both the quality of the child's response and the quantity of responses is important. It is the teacher's behavior that determines both these things to a large extent, and it is this behavior in response to the child's behavior, that determines the amount of learning that is to take place.

Basically, the teacher must be aware of three phases of instruction: the phase prior to the response in which she must use prompts systematically to prepare the child for a correct response, the response phase during which she must evaluate the child's response in light of the desired response, and the post-response phase in which she must reinforce correct behaviors where needed and give specific information feedback to improve the quality of the next response.

Although primarily concerned with the eliciting of selected motor play skills, the teacher must also be prepared to elicit the child's attention. Prior to skill execution, the child must focus his attention on the task and the instructions. The teacher must be prepared to give appropriate pre-response and post-response information for each of these behaviors (ie. attention and skill execution), since they are both crucial in the learning process. A typical sample of one part of an instructional episode is shown in Figure 4 to illustrate the relationship between teacher behaviors and child behaviors in attention and skill execution.

On looking at this illustration it becomes clear that the teacher has decisions to make on a number of occasions within an instructional episode. Not only must she decide which of several prompts to use before the response, she must choose the prompt in consideration of the child's previous performances. After each response she must decide what information to give based on an evaluation of the child's execution of the skill response.

The teacher's behaviours both before and after the child's response can be of a physical, visual or verbal nature or they can be withheld entirely. These categories of behaviour (described in the assessment chapter

Teacher Behavior	Child Behavior	Teacher Behavior
1. Teacher says 'Look at me'	Child looks at teacher	Teacher smiles
(PROMPT)	(ATTENTION)	(REINFORCEMENT)
2. Teacher says 'Jump down' and holds child's hands	Child jumps down onto two feet	Teacher says 'Good, let's try again'
(VERBAL AND PHYSICAL PROMPTS)	(CORRECT EXECUTION)	(REINFORCEMENT)
3. Teacher says 'Jump down like this' and jumps landing on two feet	Child steps down onto one foot then other	Teacher says 'Land on both feet' and touches both feet
(VERBAL AND VISUAL PROMPT)	(INCOMPLETE EXECUTION)	(INFORMATION FEEDBACK)
4. Teacher says 'Try again. Jump' and holds one hand of child	Child jumps down onto two feet	Teacher says 'Good jump, you landed on two feet'
(VERBAL AND PHYSICAL PROMPT)	(CORRECT EXECUTION)	(REINFORCEMENT AND INFORMATION FEEDBACK)

Figure 4 : A Sample from an Instructional Episode

as levels of performance based on amount of teacher assistance) are as follows:

Physical

Physical behaviors include those behaviors in which the teacher directly contacts the child's body or body parts. They may be preceded by a visual behavior and should usually be paired with a verbal cue.

Visual

Visual behaviors are non-contact teaching behaviors that focus the child's attention on key features of the skill under instruction. They are generally accompanied by verbal cues.

Verbal

Verbal behaviors are any sounds, words or sentences that the teacher uses to obtain a skill response.

None

When the teacher withholds behaviors it means that the child performs a skill without any direct intervention from the teacher. The teacher may however, set up the environment to encourage the performance.

The essential feature of these behaviors is that they differ in the degree of assistance the teacher is giving the child. In the phase of instruction prior to the response these behaviors can be considered as PROMPTS which decrease in the amount of direct assistance given to the child from direct physical assistance to no assistance at all. In the former case the child is highly dependent on the teacher while in the latter case he is independent. This is illustrated in the following figure.

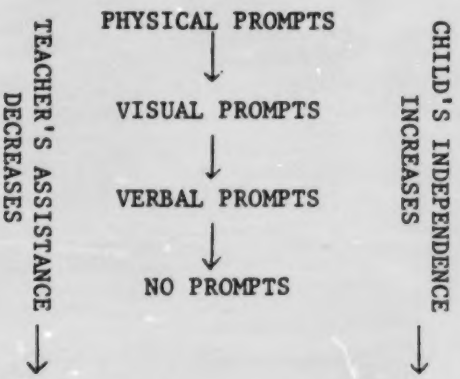

Figure 5: Pre-response prompting continuum

In the phase of instruction that follows the child's response these teaching behaviors are used to give FEEDBACK. When the teacher uses physical feedback she gives the child more information about his response than she does with visual or verbal feedback alone. (Teachers should remember that these categories are cumulative. That is, physical feedback is usually paired with visual and verbal feedback.) When the teacher gives no feedback the child becomes independent of her in the post-response phase. This continuum is illustrated below.

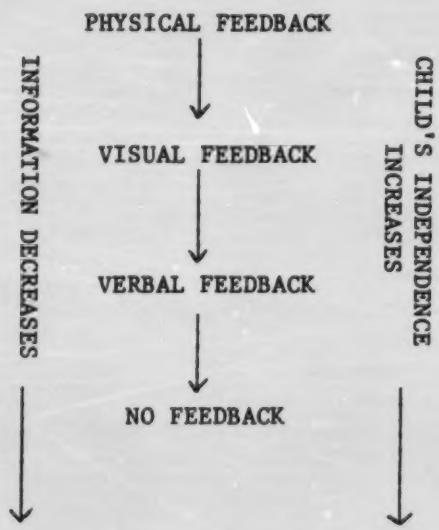

Figure 6: Post-response Feedback Continuum

The following pages will deal with each continuum separately, illustrating how they are used to bring about high levels of skill and independence in a target skill or a task step.

PRE-RESPONSE PROMPTING

The prescribed task step will often be at the level of physical prompting. Teaching strategies will attempt to seek the ideal trade-off between the need for adequate assistance and the development of child independence with respect to skill performance.

The process for reducing teacher assistance is called FADING and the PREP Program has established a systematic framework for this process. The framework consists of three distinct levels of prompting within each category, with each level containing progressively less teacher assistance (see Figure 7). Through skillful fading within and between each category of prompts, the teacher decreases the amount of direct assistance from complete manipulation to the point where the child initiates and performs the target skill in free play.

Physical Prompts
- Complete Manipulation (CM)
- Manipulative Prompting (MP)
- Minimal Guidance (MG)

Visual Prompts
- Complete Skill Demonstration (D)
- Partial Skill Demonstration (PD)
- Gestural Prompting (G)

Verbal Prompts
- Skill Cue (SC)
- Skill Mand (SM)
- Action Cue (AC)

No Prompts
- Initiation with Environmental Goal
- Imitative Initiation
- Initiation in Free Play

Figure 7 : Fading Within the Response Prompting Continuum

These levels of prompting have been defined and illustrated as follows:

PHYSICAL PROMPTS

All three levels of physical prompting should usually be paired with a verbal prompt.

Complete Manipulation gives the child the greatest amount of assistance. When teachers use complete manipulation, they actually physically move the child's body through the desired response. This usually involves all of the following:

1. positioning the child's body in an appropriate posture to begin the response,
2. applying force to the child's limbs in the direction of the desired movement and,
3. continuing application of force until the response is completed.

Example: The child is working on jumping down. The teacher puts the child on the box and holds both hands, pulling down so that the child's knees bend. The teacher then pulls up on the child's hands to lift him, and holds on until the child's feet are on the floor.

Manipulative Prompting is used when the child performs the response relying on the physical assistance of the instructor at some point during the response. This assistance may come at the beginning, at the end or in the middle of the response. Either the child or the instructor may initiate the prompt. It may include the following:

1. manipulation of the child's total body or any body part into position for beginning or completing the response,
2. providing physical support to maintain balance.

Example: The child jumps off a box of waist height and reaches for the teacher's hands for landing. The teacher grasps for the child's hands to provide assistance in the landing phase of the jump.

Minimal Guidance involves contacting the child's body to give direction or to signal what body part is to be moved. It may include:

1. tapping a body part to signal the child to move it,

2. prodding the trunk or a body part to maintain movement, or
3. prodding to encourage a child to begin or complete a response.

Example: The teacher taps the child's feet to prompt the initiation of a jump.

VISUAL PROMPTS

All three levels of visual prompting are generally accompanied by a verbal prompt.

Complete Skill Demonstrations are accurate, and often exaggerated, demonstrations of the complete skill with the apparatus or implement used. The demonstration may be given by the teacher or another child.

Example: The teacher climbs onto a box and jumps off saying 'Jump off the box'.

Partial Skill Demonstrations are accurate demonstrations of a component of a skill. This may include any of the following:

1. giving a skill demonstration without the equipment,
2. giving an exaggerated demonstration of the movement of one body part, or
3. giving a demonstration of the starting or ending position for a response.

Example: The teacher demonstrates the take-off position for jumping but does not jump.

Gestural Prompting involves the use of a gesture that does not represent part of the skill or desired response but does serve to indicate what movement is expected.

Example: The teacher points to the floor to indicate that the child should jump down.

VERBAL PROMPTS

Skill Cues serve to focus the child's attention on the key features of the movements required to complete a skill. It may be an action word that describes a component of the skill.

Example: In teaching jumping the teacher may say 'bend your knees' and 'swing your arms'.

Skill Mands provide a verbal description of the desired skill. They are specific action words that can be used in commands or questions.

Example: "Jump down."

Action Cues are words that motivate the child to perform a given skill. They are not descriptions of the skill itself.

Examples: 'One, two, three, Go!'
'Are you ready?'

NO PROMPTS

Initiation with Environmental Goal involves the teacher placing an object in the environment that encourages performance of a skill but doing so without communicating with the child.

Example: The child is standing on a bench and the teacher places a hoop on the floor. The child jumps into the hoop.

Imitative Initiation: The child performs a skill after he has watched another child or children performing.

Example: The child watches a peer jumping down from a box. He then climbs onto the box and jumps down.

Initiation in Free Play: The child performs a skill at an appropriate time in free play but without the benefit of a peer demonstration.

Example: The child seeks out opportunities to jump down in a free play environment.

Fading Within Prompting Categories

Essentially fading from level to level within categories is a process of reducing the amount of teacher assistance in the skill. In the physical prompts the reduction takes the form of using less and less physical support, either by using it for a shorter period of time or by using

less force throughout the response. Support may be reduced at the beginning or at the end of a skill response to move from complete manipulation to manipulative prompting. It may be further reduced to a small prod (minimal guidance) at the beginning of the skill response.

In the visual prompting category and in the verbal prompting category the teacher reduces her assistance by giving less and less information about the actual skill response. A gesture contains less information than a partial skill demonstration and a complete demonstration contains the greatest amount of visual input. Similarly, the skill cue gives highly specific information about the response expected, the skill mand gives less information and the action cue is only a prompt to begin the activity - it does not specify the kind of skill response that is appropriate. Typically, when skill cues are used they are paired with a skill mand or other skill cues to give more input about the desired response. Fading then, in the case of visual and verbal categories of prompting, implies a reduction in the amount of input or information the teacher uses to elicit an appropriate response.

Teachers should be aware that children may need practice at each prompting level before assistance is reduced. A minimum of two or three successful responses at each level should be obtained before fading is begun.

Fading Between Prompting Categories

Teachers must fade between categories as well as within categories. To facilitate this the teacher must always pair physical prompts and visual prompts with verbal prompts to prepare the child for performances

with a verbal prompt alone. For instance, as she bends the child's knees to jump she should say 'bend your knees', and as she demonstrates jumping down she should use the skill mand 'Jump Down'.

The process for fading between categories is based on delaying the application of the prompt that the teacher is trying to fade. For instance, when the teacher has been using physical prompts and she feels ready to withdraw them, she should give a verbal prompt and a visual prompt and wait several seconds for the child to initiate the desired response. This delaying technique is particularly effective with children who really want to perform the skill. For example, a child who has been receiving instruction at the level of minimal guidance (paired with skill cues and gestures) may be induced to perform the skill without the minimal guidance, if he is required to wait even briefly for this assistance after the skill cues and gestures are given. If the child does not respond correctly, the teacher will have to give the physical prompt she was withholding. Repeated trials with reinforcement should eventually lead to initiation of the response after the visual and verbal prompt alone.

Usually fading between categories is attempted only after the teacher has consistently elicited correct responses using the lowest level of the prompting category that is being considered for fading. For example, a teacher who is considering withdrawing all physical assistance, should be prompting at the MG level of this category. As in fading within categories, the teacher should be looking for some consistency in performance before attempting to fade between categories.

In all categories the fading techniques also give the advantage of allowing the teacher to remove herself physically from the child's space. Her proximity to the child must be greater when she is using physical prompts,but as she shortens her assistance and moves through this category into the others,she can stand at some distance from the child she is teaching. Eventually she can prompt his performance from anywhere in the play room, even if she is occupied with instructing other children. In this way she can bridge the gap between individualized instruction and free play by using minimal verbal prompts at appropriate moments in the child's play.

In summary, the prompting continuum is used in three ways. It systematically helps the teacher reduce her assistance by defining levels of prompting in which a decreasing amount of physical, visual or verbal information is used to elicit a skill response. It allows the teacher to decrease her proximity to the child in order to make him more independent of her physical presence in his play. Finally, it allows the teacher to use delays of assistance to encourage the child to initiate responses even when he is still dependent on some verbal, visual or physical assistance from the teacher.

EVALUATING THE RESPONSE

When the child responds to the prompts for skill execution the teacher must evaluate the response so that she will know how to proceed. She must know what she expects as a correct response so that she is aware if a response is incorrect, or incomplete, or simply not there at all. If she wants a two foot jump she must be able to evaluate a one foot jump as incorrect and increase her pre-response prompts accordingly.

Evaluation of the responses in each performance will facilitate the provision of appropriate post-response information and appropriate pre-response assistance for the next performance.

POST RESPONSE FEEDBACK

Teacher behaviors in the post-response phase are directed towards two things: increasing the frequency of the response by giving reinforcement of a verbal, visual or physical nature, and improving the quality of the response by giving specific information feedback (visual, verbal or physical).

Examples of verbal reinforcement are praise statements such as 'Good boy!' or 'Good work!'. Visual reinforcement includes the use of smiles and other gestures of approval. Physical reinforcement is exemplified by a pat on the back and other affectionate physical contact behaviors.

Verbal information feedback takes the form of statements such as 'Good jumping', and 'Good swinging of your arms' or 'You didn't swing your arms enough'. The first example of verbal information feedback may be termed a 'skill mand' type of feedback, while the latter two examples may be described as 'skill cue' feedback. Visual information feedback takes the form of partial skill demonstrations or gestures that serve to highlight aspects of the skill that were performed correctly or incorrectly. Physical information feedback includes manipulating a body part or body parts to focus the child's attention on aspects of the skill that were performed correctly or incorrectly.

Specific information feedback of some type is needed to help the child see ways in which to improve his skill; it is through the processing of this feedback that learning takes place. Once learning has occurred

responses can be maintained through intermittent reinforcement. For example, if a child correctly performs a skill readily he does not need specific information feedback to continue giving the skill response. Intermittent reinforcement (a word, a look, a touch) may maintain the quality and frequency of the response. If he needs prompts to execute a skill however, he may require reinforcement to ensure that he will continue to respond and he may also need specific information feedback to help him achieve the skill without prompts. In other words, both types of feedback (reinforcement and information feedback) are required.

Once all parts of the skill response are well-learned even intermittent reinforcement can be removed because the majority of the Target Skills have inherent reinforcing qualities about them. The sense of achievement in completing the task, the feeling of vertigo that accompany some skills (hanging upside down, going down a slide, swinging on a swing), and the feeling of speed and flight that accompany others (riding a tricycle, running, jumping) all provide intrinsic feedback to the performer that can act as reinforcement during a performance.

Post-response feedback need not necessarily be of the same type as pre-response prompts. However, it may be beneficial to use the same pre-response prompt as information feedback on several trials to assist the child in processing the information given by the teacher. In teaching jumping down from two feet to two feet for example the teacher may want to repeat the skill cue 'bend your knees' in the post-response phase and combine it with a gesture of pointing to the knees as was used prior to the response. In this case after the skill response she would say 'Good for you. You bent your knees' and she would point to both knees

for emphasis.

Post response feedback can be used even when the teacher has used no pre-response prompts. For example, if a child is just beginning to initiate a newly-acquired skill, some verbal feedback may be given after the response has been observed to encourage repetition in free play. It is likely that post-response feedback, when used with an environmental goal, will also help to increase the frequency of the desired skill response.

In summary then, the teacher must choose the appropriate prompt in the pre-response phase to help the child complete the skill response. She must then evaluate the degree of proficiency of this response and choose the appropriate post-response feedback to ensure repetition and improvement of the skill response.

TEACHING OVER A SERIES OF EPISODES

The instructional episode may be of variable length and it has been stressed already that teachers should be attempting to get as many correct responses in each episode as possible. It is this repetition that brings about retention of the skills. To increase the number of practice trials for each skill that is being learned the teacher can do three things:

1. increase the length of the teaching episode so that more repetitions are included.
2. increase the rate of responses within each episode.
3. increase the number of teaching episodes.

Frequency of practice trials should not be increased at the expense

of the quality of the response however. It is the number of correct responses that should be increased from episode to episode, and from day to day.

When a teacher begins a new teaching episode, whether it is on the same or a subsequent day, she should begin her teaching at the level of prompt that was most typically used in the previous episode. After one or two correct responses at this level of prompt she can begin again to fade her pre-response assistance. In this way she is likely to get a correct response that can be legitimately reinforced at the beginning of each episode. It is a good idea also to end the episode when a correct response has been achieved (hopefully with less assistance from the teacher than the first correct response). In other words it is probably better to let the child return to free play with some reinforcement for a correct performance than it is to send him off after an incomplete response or after a refusal to perform.

As the teacher moves from episode to episode she should also try to reduce the amount of post-response reinforcement she gives. Eventually the child should be content with the reinforcement that is intrinsic to the task itself and be independent of the teacher. The teacher should consider withholding her reinforcement from performances that have been consistently correct in previous episodes. She can give it only for the first performance in an episode and then for responses with a lower level of prompt (less teacher assistance).

PREP PLAY PROGRAM

5. MONITORING PROGRESS AND EVALUATING INSTRUCTION

MONITORING PROGRESS AND EVALUATING INSTRUCTION

Evaluation is the process wherein assessment of student status and progress is used to estimate the merits of the instructional content, the appropriateness of the mode of delivery, and the progress made towards the terminal objectives.

A specific record of daily performance is needed to give the teacher immediate information on the progress of each child on those skills that have been prescribed for instruction. This information can also help her evaluate her own instructional effectiveness.

The Daily Record Form has been designed to help the teacher keep this information at hand. One form should be used for each child for a period of two weeks. At the beginning of each two-week period teachers should record the child's name and the Target Skills that have been prescribed for individual instruction. Immediately after each instructional episode,teachers should take time to record the number of the task in the task sequence that is being taught, the level of response prompting used to elicit correct responses, the amount of time spent in instruction, and/or the number of responses the child made. The teacher or the teacher aide may interact with the child on the prescribed skill at three different times, during a thirty minute period, each time for one or two minutes. Each interaction (episode) should be recorded along with the prompt that was correctly responded to most frequently during that interval. Estimations of time spent with the children can be used but they should be checked now and again with a watch or clock so that the teacher feels she is recording as accurately as possible the amount of time spent in instruction. An example of a completed Daily Record Form can be found

in Figure 8 .

If this information is recorded each day the teacher can review her daily record form at the end of the week to monitor progress and check her use of fading. She can also determine whether or not she is spending an adequate amount of time with each child. For some children instructional times might be five to ten minutes per day on each of two skills. For children with brief attention spans several one or two minute episodes might be the most the teacher can manage. At the end of the week however, the teacher must be able to assess the amount of time spent with each child to determine whether or not his instructional time is adequate as well as his free play time.

The teacher must be aware, when evaluating her instruction on the Daily Record Form that the children she is teaching may differ in their rates of responding. In five minutes of instruction one child may jump 30 times while a slower child may jump 5 times. For this reason teachers should record the number of correct responses in each episode and they should attempt to increase the frequency of the child's correct responses from episode to episode. However for some skills, such as tricycle riding or running, a frequency count of correct responses is not feasible, and a record of time spent in instruction is sufficient alone.

In summary then,the daily record forms can be used by the teacher to:

1. Give an accurate account of the child's progress on prescribed skills.
2. Check her use of fading.
3. Give an accurate account of the time she is spending with each individual child so that she can re-allocate her time accordingly.
4. In some skills, check to see if she is increasing the frequency of correct responses per unit of instructional time.

PREP PLAY PROGRAM
DEPARTMENT OF PHYSICAL EDUCATION
UNIVERSITY OF ALBERTA

DAILY RECORD FORM

NAME: JOEY

MONTH: JANUARY

DATE	TARGET SKILL ASCENDING A LADDER			TARGET SKILL JUMPING DOWN			COMMENTS
	TASK	PROMPT	NUMBER/ TIME	TASK	PROMPT	NUMBER/ TIME	
MON. JAN 3	2	CM	2 min.	3	CM	5/5	
	2	CM	1 min	3	CM	3/5	
	2	MP	3 min.				
WED JAN. 5	2	MP	2	3	MP	5/3	
	2	MG	1	3	MG	3/3	
	2	MG	1	3	SM	1/3	
FRI JAN 7	2	MG	3	3	SM	5/3	
	2	D	2	4	PD	1/3	
	2	PD	2	4	SC	1/5	
MON JAN. 10	2	PD	3	4	SC	1/2	
	2	SC	1	4	SC	1/1	
	2	SC	1	4	SM	4/2	
WED. JAN. 12	2	PD	3	MAINTENANCE			
	2	SC	2				
	2	SC	3				
FRI JAN 14	2	SC	4				
	2	SM	2				
	2	SM	2				
	MAINTENANCE						

Figure 8: Sample Daily Record Form

Skill changes may be acquired so slowly that detection of improvement is difficult. For this reason teachers are encouraged to take the information from the daily report form and transfer it onto Progress Graphs (see Fig. 9) that can be used to reflect increases over longer periods of time. These graphs are organized so that each day the child's performance can be recorded for each instructional episode. The teacher writes in the task step numbers of the Task Sequences that are under instruction, and records the level of prompt that was used most predominantly in the episode.

At the end of every month the graphs will reveal the kind of progress that the child is experiencing, so that decisions to continue instruction or to terminate instruction can be based on this data. If the graphs reflect a steady improvement in performance within a task step (that is, a decrease in the amount of teacher assistance used to elicit a correct response), then the teacher may continue with her instruction. Once the student reaches the last step of a task sequence and is responding correctly and consistently to a verbal prompt at the skill mand or action cue level, the teacher may place the target skill on maintenance. Maintenance may be described as a teaching strategy where a recently learned target skill (or task step that is being considered as a terminal objective for a particular child) is systematically reviewed on a periodic basis. Maintenance insures that gains that have been made through instruction are not lost because of a lack of continued practice. If on the other hand, the graphs do not reveal any change in the use of prompts over several episodes, then the teacher should consider two alternatives. If the child had previously progressed at least one full task step from

STUDENT Joey

TARGET SKILL Ascending a ladder

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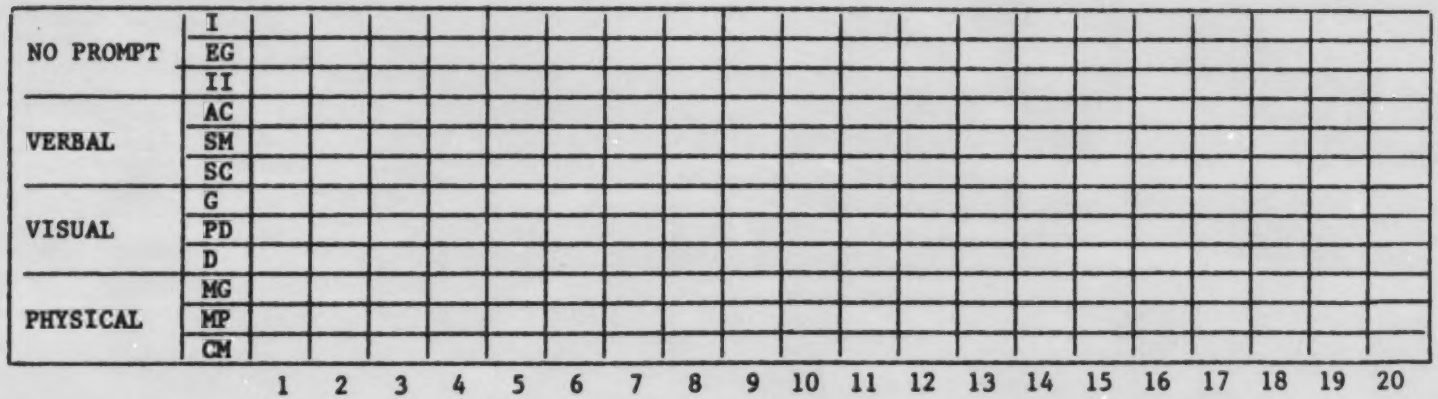
TASK 3



TASK 2

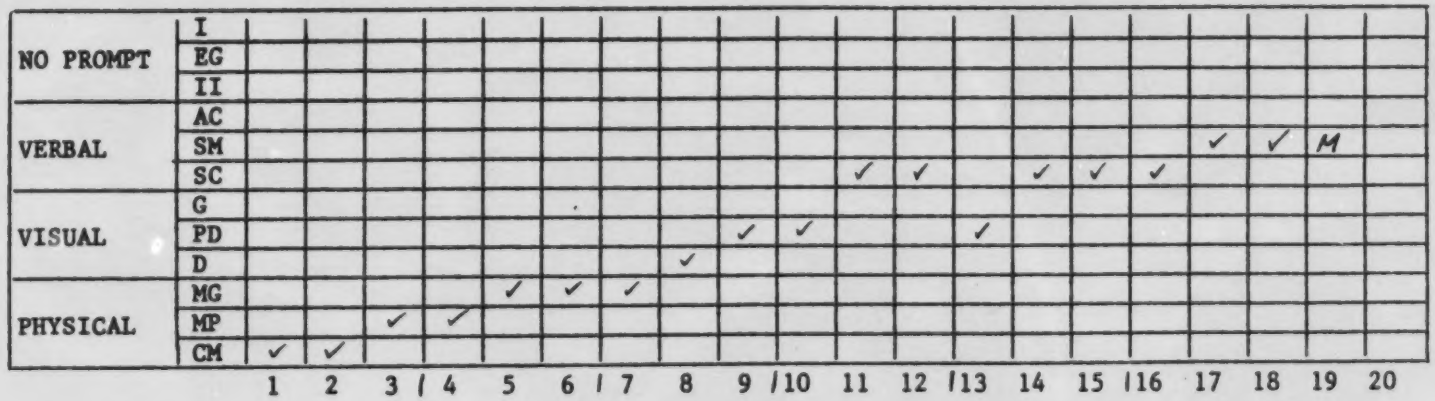


Figure 9: Sample Progress Graph

the prescribed task step, the teacher would put the child on maintenance at the task step previous to the one that is showing no progress. But if the task step at which the child is showing no gains is in fact the original prescribed task step, then the teacher should consider terminating instruction for the prescribed skill.

To illustrate the use of Progress Graphs in making decisions about instruction, consider the example of a child who has been prescribed for instruction on task 2 of the target skill of ascending a ladder. Over a period of 2 weeks the child shows a progression from performing with a physical prompt (at the CM level) to performing with a verbal prompt (at the SM level). The subsequent 2 weeks though, show no progress beyond performing at task 3 (ascends stairs alternating feet with support) with physical prompting at the level of complete manipulation. In this instance, it appears that the child, due to his small stature, lacks sufficient leg length to successfully achieve task 3 of the target skill. The teacher therefore accepts task 2 as the target level for this child, and places the child on maintenance at this task step. All target skills or task steps placed on maintenance require that the child be successfully performing at a visual or verbal prompt level.

Whereas the Daily Record Forms and Progress Graphs serve to provide more immediate feedback on student progress, The Individual Student Profile and Free Play Inventory may serve to provide a more long-term evaluation of student progress and program effectiveness.

The Individual Student Profile is used to evaluate the child's status on all play skills at the beginning of the program for the purpose of prescription. However, throughout the school year as the child acquires new skills, these should be recorded on the profile with their date of

acquisition. By the end of the school year, the child's status before and after the program can be reviewed. The profiles should be kept for school records, for parent reports and for incoming teachers in the following year. Updating should be done every three months from information recorded on the Progress Graphs. Complete profiles can be used at the beginning of the next school year to determine which children should continue in the program. Similarly the Free Play Inventory, used initially as a pre-instructional tool, may also be used later on to present a long-term overview of program results. Use of the Free Play Inventory as a post-instructional tool allows for a check on free play to see if the children are initiating more skills, in particular, those play skills that have been under individualized instruction.

PREP PLAY PROGRAM

6. TEACHING GROUPS OF CHILDREN

TEACHING GROUPS OF CHILDREN

OBJECTIVES OF GROUP ACTIVITY

While much emphasis is placed on individual instruction of retarded children, there is also a need to expose children to group situations, either informally in a free play environment, or more formally in a structured group learning activity in which children are required to respond at the same time in the same or nearly the same way to instructions from a teacher. Time and manpower shortages may mean that group instruction must take the place of some individual instruction if time is to be used most constructively.

Group work does not necessarily mean, however, that there be a high student-to-teacher ratio. In fact, group work can be defined as any activity which involves two or more children in the same activity at the same time. With two children there may be two teachers, with five children there may be only one, depending on the program and the needs of the children. Some children who cannot respond effectively in a one-to-one instructional situation may be more motivated to respond in a larger group.

Group activity can enhance the social and emotional growth of children as well as their cognitive and motor skills. There are a number of program objectives that can be met through this kind of instruction:

A. To provide an opportunity for practice of acquired motor skills.

Basic motor skills cannot be improved without repetition of these skills over and over again. Since retarded children rarely get sufficient opportunity for practice, and fail to use free time for extensive practice when they do have the opportunity, teachers

can insure that skills that have been previously learned are maintained through systematic repetition in regular group activity.

B. To provide an opportunity for instruction of motor skills.

When a number of children require instruction in a skill at approximately the same task level, instruction can sometimes be given in groups of two's or three's. These children can also be given instruction in a larger group containing children who are adept at the skill. In this way, children who are skilled can act as models for children who are not as skilled, while the teacher or aides provide the physical and verbal prompts required to improve skills. The presence of a number of children in a group activity can result in a generally exciting atmosphere that seems to motivate children to be active.

C. To provide an opportunity for children to learn to interact with each other.

Social skills such as willingness to share and cooperate with others must be learned from experience in situations which demand an awareness of others. The forced company of other children may assist the child in developing beyond the stages of egocentric and solitary play towards a healthy ability to cooperate with others. Learning to share space and equipment, to take turns, to share teacher attention and to follow and lead is possible in group activity.

D. To provide an opportunity for children to learn skills for group instruction.

If retarded children are to get the most out of their years in school, in training centers, and in recreational activities they must be able to function as members of a group. Group activity demands a different level of response from that of individual instruction. In a group the teacher's attention is divided and reinforcement for behavior is less consistent. Group activity in a play setting then can be part of a child's preparation for future educational and recreational experiences. Listening skills as well as other behavioral skills can be practised and extended in these situations.

STRUCTURING GROUP ACTIVITY

The first attempts at group activity need not be long, difficult periods of instruction in which one teacher deals with a large number of children. There are several dimensions along which the activity can be varied, and teachers may want to start at the beginning with the simplest of each.

Composition of the Group

Because of their wide variability in performance retarded children are best divided by skill level into relatively small numbers for group activity. The number of children in a group will depend on the number of teachers available to assist, and on the general skill levels of the children. If one or more children are just learning the skill, then they can be included within the activity providing the leader-child ratio is sufficient for them to be helped through the activity. Beginning with a triad of one

teacher and two children may be advisable, or two teachers and two children if a good deal of physical assistance is necessary. Groups of more than ten children are difficult to manage unless the children have had adequate time to learn group skills. Even then, ten children in a group would be workable only if the teacher has an aide to assist her. More than one group may be operated simultaneously in different areas of the room if there is adequate assistance. In this case, students seem to be best assigned to groups by their speed of response. It is difficult to have a group containing one child who follows the teacher's instructions but is so slow in completing a response that others are kept waiting, usually impatiently.

Teachers can also group children by giving consideration to motor skills and social skills. Groups run more smoothly if the children have similar movement capabilities, and children who are uncooperative should be included in group activity only if the teacher-child ratio is large enough to allow supervision of those children.

Choosing Content for Group Activity

The content of the group activity can be much the same as that for individual instruction except that those skills that require special apparatus (tricycles, trampoline) are best left for individual attention. However, any of the fundamental skills that can be practised without a lot of equipment should be used in group activity. Sample group activities have been written for Target Skills, such as running, jumping down and jumping over, that can be

successfully introduced in group time (see Appendix D). Each group activity sheet focuses on one Target Skill and outlines the body parts and body actions that should be included along with the activity to promote an awareness of the verbs and nouns that are often used by the teacher. In the group activity for Jumping Down for instance,the teacher might want to review feet, knees, arms, bend your knees, and swing your arms, so that when the jumping activity begins and she says "bend your knees and jump" the children will be prepared to respond to her verbal prompts.

The activity sheets also contain information about the organization of materials, the physical, visual and verbal prompts that can be used, and the sequence of events to be followed in conducting a group session on that target skill. Teachers may want to combine these activities or to design further activities, however, and therefore further guidelines are provided in the following paragraphs.

The teacher should choose one or two Target Skills as a theme for the group activity. It may be wise to concentrate on one or two objectives rather than confuse the children by introducing too many different activities. It is also beneficial to look at individual prescriptions. For example, if the skill 'Jumping Down' has been prescribed for a number of children in the group, it might be advantageous to include it in group activity.

Locomotion skills seem to be the best choice for group activity initially, since all of the children can participate at once. Activities should be chosen that will accommodate children at different points in the Task Sequence. Running activities are good because children can participate whether they have a mature running

pattern or just a fast walk. Throwing into a target, on the other hand, may be a waste of time for those children who cannot yet hurl a ball. If 50% of the children in the group can perform the activity without major assistance, then the supporting teachers can give their attention to the remainder. If everyone needs assistance, the teachers will not be able to keep up. Choosing activities in which 50% of the children can respond without help will make group work run much more smoothly.

The teacher should try to avoid those skills that require special equipment or equipment that cannot be easily moved. Also, skills that require the children to take turns may prove to be unsuccessful at first, especially with children who have short attention spans. For example, the skills 'Swinging on a Rope' or 'Riding a Tricycle' both require special equipment and individual turns, unless there are several ropes and tricycles. Instead, skills such as climbing on a box or forward roll, that require simple, moveable equipment (boxes and mats), are more suitable to group instruction. Similarly, skills such as sliding down an incline, may allow several children to perform at one time. This then would also be a good choice for group activity.

The Target Skills in the Small Play Equipment category require extra equipment as well as helpers. For example, if a teacher chooses bouncing or kicking as a theme for group activity, a sufficient number of balls must be made available to the children so that they do not have to wait, unnecessarily, for their turn. Even more important, the teacher should have sufficient helpers to

run after stray balls and help those children who lack the skill to perform on their own. Thus, Small Play Equipment skills should only be chosen for group activities if teachers and equipment are available. Avoid activities that require rules and competition until the youngsters are ready for rule-learning. Put the stress, instead, on the skill. For those children who are more advanced add a goal or objective that is a simple one that does not discourage thinking about the skill. For example, jumping off a bench may be a good activity for stepping down and jumping down. For those children who are ready for more, the presence of a hoop to jump into may add enough interest to make the task motivating.

Body awareness skills such as identifying body parts, or imitating simple body actions are most successfully introduced at the beginning of group activity. These skills often serve as a means of catching the children's attention and can also be used to introduce the body parts which will be used in the remainder of group instruction. For example, if the teacher chooses to work on group activities that involve crawling on hands and knees, the skills can be introduced by having the children identify the body parts required to perform the task. The teacher may say, "Where are your hands?" or "Can you shake your hands?" After the children have identified these body parts, the teacher may then ask, "Can you crawl on your hands and knees?" Body awareness skills, then, are best used as an introduction to group activities or as an 'attention-getter'. They can be made very simple, can be easily reinforced and can be performed in a small area where the teacher is most likely to have the child's

complete attention.

The Length of the Group Session

When group activities are first begun it is wise to keep them short and exciting so that children will see them as a desirable interruption of free play time. Initially one short activity, taking three to five minutes will be enough, but gradually this can be lengthened until children are spending fifteen productive minutes in group instruction.

The quality of the activity time is important to consider also. In the first sessions children should be active about 75% of the time, usually in short activities that can be performed relatively quickly by all of the children. Activities can be repeated, even within one session if they are stopped and started quickly. Short repeated activities will keep the children's attention better than one longer one. Teachers can impose more structure at first by keeping children in one spot (on a mat for instance), and as they become more capable, can have more vigorous activity included. For example, to begin with the teacher may do activities such as 'stand up, sit down, jump up' and later move to running activities in which the children are more scattered and free.

Changing the Task Demands

The sophistication of the activity can be changed by altering the relationship of the children to each other, thus making them more involved in each other's responses. Children can be completely independent of each other or completely dependent on each other depending on the nature of the task.

It is probably easiest for the children to be able to respond in unison to a teacher's verbal or visual prompt. For example, if the teacher says 'Run to the mat', all the children can run at once, and there is no waiting, no cooperating needed either at the beginning or the end of this simple activity.

A little bit more difficult is the situation in which the child has to wait a short while for his turn. In some activities there may be two benches for six children and the last two children may have to wait at least until the first children have started their response.

Teachers who find that children can tolerate this short wait may want to begin 'taking turns', so that all children must watch each child perform the skill alone, or perhaps in pairs. Children who are least able to wait should have their turn in the middle so that the waiting before, and after, is not too long.

With more highly skilled children teachers may decide to try an activity in which a ball or a hoop must be shared by two children. This will require more supervision.

It is advisable to put off the introduction of games with rules until the children have acquired some skill in taking turns and sharing equipment. Even with these competencies children are likely to be ready only for very simple 'rules' such as giving the ball to the person next to you, or doing three things in a sequence. Contingencies are much more sophisticated and telling young retarded children, that 'if you do <u>this</u> then <u>this</u> happens' will probably result in much frustration, particularly for the teacher.

STRUCTURING THE PHYSICAL ENVIRONMENT

Activity Area

In the beginning, group activity works best if confined to a fairly small area. A 20' by 40' area is adequate for most activities. The fewer distractions (toys, other children) in the activity area, the better the chances of success.

Another environmental consideration is floor covering. Some activities, such as scootering, require a tiled or concrete floor; others, jumping down for example, are best done onto a soft surface such as a mat. Teachers must choose the right area for group activity according to the target skills being taught.

Equipment Selection and Set-up

Equipment that is light, portable and capable of re-arrangement is most useful. For example, a detachable slide can be used in a variety of equipment arrangements. Also, flat mats can be draped over a frame or cushions to create an incline for rolling, or sliding.

In selecting and setting up equipment, leaders must consider the age, size and skill of the children. The height of a platform for jumping or sliding must be right to accomodate all children in the group.

A leader is wise to take advantage of the novelty effect which equipment has when it has not been made available for a while. Some equipment can be stored away when not in use so that it has more appeal when brought out for group play: eg. bean bags, hoops,

scooters. This suggestion does not apply to the basic play equipment usually available for free play.

Children will often display renewed interest in an activity if even slight modification is made to the equipment set-up. For example, children will throw at a target for a while and then become disinterested; however, they may be motivated to continue throwing when a different target is presented.

TEACHING STRATEGIES IN GROUP ACTIVITY

One person should be identified as the leader of the activity. The role of the group leader is to set up the equipment, call the children together, give the verbal and visual instructions, and to direct the activity as a whole. The role of the assistant leader(s) is to verbally and physically prompt the children. Sometimes it is necessary to prompt even the more capable children when the group activity is not succeeding because the responses of the children are too slow.

A signal can be used to let the children know they are to come together for group activity. If the particular signal is used only at this time, the children will learn to associate the signal with group activity. A tambourine is good because the sound can be continuously repeated to give the slower children more time to respond.

Having the children come to the same designated location each time (for example, a mat centrally located) will increase the chances of their learning to come to the group on their own. Children should learn that when they arrive, they sit and face the group leader. Helping teachers must be responsible for gathering up the stragglers and prompting them to join the group.

While giving the signal for group activity, the group leader can sit and wait at the designated spot, and welcome the children as they arrive. If possible, the leader waits until all children are there before starting the activity. If the early arrivers begin to get restless, the leader may start the activity, or try to keep their attention by the use of "filler" activities such as hand clapping, or self-identification ("Where's Cameron?").

Before giving instructions, the group leader must get the attention (through eye-contact) of as many children as possible. The leader first makes sure that the children are sitting in a position facing him or her. Cues, such as "look at me" or "listen" may be given; making arm movements, clapping hands or touching the children may also help.

The verbal prompts should be brief at first, either one word sentences ("Run!") or short sentences ("We're going to run.") that describe the activity. Vocabulary should be simple and concrete; commands such as "Run like the wind!" are only meaningful as the action word "Run!" Verbal prompts that involve sequences of activities may be too complex at first (e.g. 'Go under the bench and over the box') unless good visual prompts are used. The teacher can generate much excitement by using an enthusiastic, excited voice and exaggerated demonstrations.

The instructional techniques are virtually the same as those described for individual instruction. After giving a verbal prompt the leader should wait a few seconds for a response. If the children do not respond she should repeat the verbal cue and give a visual prompt or demonstration. If it is a new activity, she may demonstrate immediately if she suspects that the verbal cue will elicit no response. With practise activities, the pause between verbal prompt and visual prompt should be increased so

that children who can do so have plenty of time to react to the verbal cue alone. Ordinarily the leader should not give physical prompts since her role is to reinforce those children who have responded to the verbal prompt or the demonstration.

The role of the helping teacher(s) is to try to direct the children's attention toward the group leader and then to physically prompt those children who cannot respond to the demonstration. If the helpers sit directly behind those children who they know require assistance they can often give prompts to several at once. As in individual instruction, this assistance should be given with consistency and systematically reduced over time so that the child improves his performance from requiring complete manipulation to requiring only gestural prompts, until finally he can respond to the teacher's verbal prompt.

Some children may be able to respond to the teacher's verbal prompt or visual prompt but are inattentive or slow to react. The helping teacher can assist these children by giving them a gentle poke in the back as the verbal prompt is given, enough to prod them into a state of alertness without being too aversive. If this is given with some consistency the children may react more quickly or remain more alert simply to avoid the prodding. A diagram of the sequence of events in group instruction is provided in Figure 10 on the following page. Some activities may require two teachers or leaders in which case one of the helpers performs a similar function to the group leader. For example, if children are practising running by travelling from one mat to another, a teacher can be stationed at each mat, one to start the runners (with lots of verbal encouragement - "One, two, three, GO! Daryl!"), the other to receive

TEACHER/LEADER	HELPERS/AIDES
GIVE VERBAL PROMPT	(SIT BEHIND CHILDREN FACING LEADER)
REPEAT VERBAL PROMPT WITH VISUAL PROMPT	REPEAT VERBAL PROMPTS WITH NAME OF CHILD (wait 2-3 seconds)
REINFORCE APPROPRIATE RESPONSES	PROD, GIVE VERBAL PROMPT WITH VISUAL PROMPT (wait 2 seconds)
REPEAT VERBAL PROMPTS, REINFORCING CHILDREN WHO RESPOND TO PRODS FROM HELPERS	GIVE VERBAL PROMPT WITH MANIPULATIVE PROMPT OR COMPLETE MANIPULATION
	REINFORCE IMMEDIATELY AFTER PHYSICAL PROMPTS

Figure 10: Teaching Strategies in Group Instruction

them with a hug or other appropriate reinforcement. The helpers can run with the children prompting those that need extra help. In this kind of activity, the group instruction may become a noisy, boisterous activity that is exciting and stimulating to all the children. In the rare cases of activity where assistance is not required by anyone, teachers and helpers should be ready to join in the activity playfully.

Teachers should have all of the equipment ready for group work before the children are called together so that time is not wasted having the children wait. A distinct beginning and ending to each activity in group instruction seems to keep the children alert as well. Again, short brief activities, ending with a verbal cue "Stop" or a regrouping of children on the original starting place keeps them interested and alert. An active final activity, again with a definite ending, will perhaps leave them with a willingness to join into group activity the next time.

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APPENDIX A

ASSESSMENT FORMS

FREE PLAY INVENTORY

STUDENTS

SKILLS FOR LOCOMOTION

1. Running
2. Ascending Stairs
3. Descending Stairs
4. Jumping Down
5. Jumping Over
6. Hopping on One Foot
7. Forward Roll
8. Backward Roll

SKILLS FOR LARGE PLAY EQUIPMENT

1. Ascending an Inclined Bench on Stomach
2. Ascending an Inclined Bench on Hands & Knees
3. Walking up an Inclined Bench
4. Jumping on a Trampoline
5. Seat Drop on Trampoline
6. Swivel Hips on Trampoline
7. Sliding Down a Slide
8. Climbing on a Box
9. Swinging on a Rope
10. Swinging on a Bar
11. Swinging on a Swing
12. Hanging from Knees on a Horizontal Ladder
13. Rolling Around a Bar
14. Ascending a Ladder
15. Descending a Ladder

SKILLS FOR SMALL PLAY EQUIPMENT

1. Throwing
2. Kicking
3. Catching
4. Bouncing
5. Striking with a Hockey Stick
6. Stopping a Puck with a Hockey Stick
7. Passing a Puck with a Hockey Stick
8. Hitting with a Baseball Bat
9. Jumping a Rope Turned by Two People

SKILLS FOR PLAY VEHICLES

1. Riding a Scooter (Sitting)
2. Riding a Scooter Down an Incline (Sitting)
3. Tummy Riding on a Scooter
4. Tummy Riding Down an Incline on a Scooter
5. Pulling a Wagon
6. Riding a Wagon
7. Riding a Tricycle
8. Riding the Back of a Tricycle

PREP PLAY PROGRAM
DEPARTMENT OF PHYSICAL EDUCATION
UNIVERSITY OF ALBERTA

INDIVIDUAL STUDENT PROFILE

TEACHER'S NAME: _____

STUDENT'S NAME: _____

DATE: _____

SKILLS FOR LOCOMOTION

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Running				
1. Walks quickly				
2. Runs with instances of non-support				
3. Runs with bent arms moving in opposition to legs				
4. Runs quickly, dodging obstacles				
Ascending Stairs				
1. Crawls up stairs on hands and knees				
2. Ascends stairs marking time with support				
3. Ascends stairs alternating feet with support				
4. Ascends stairs alternating feet without support				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Descending Stairs				
1. Descends stairs on seat				
2. Descends stairs marking time with support				
3. Descends stairs alternating feet with support				
4. Descends stairs alternating feet without support				
Jumping Down				
1. Steps off box of shin height.				
2. Jumps down off box of shin height, two foot take-off and landing				
3. Jumps down off box of knee height, two foot take-off and landing				
4. Jumps down off box of hip height, two foot take-off and landing				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Jumping Over				
1. Steps over a line on floor				
2. Jumps over a line, one foot to other foot				
3. Jumps over a line, two foot take-off and landing				
Hopping on One Foot				
1. Stands momentarily on one foot				
2. Bounces on one foot without leaving floor				
3. Hops in place on one foot 3 times				
4. Hops forward three times on one foot				
Forward Roll				
1. Rolls into sitting position				
2. Rolls into squatting position				
Backward Roll				
1. Rocks backwards onto shoulders				
2. Rolls over onto shins				
3. Rolls over to crouch				

SKILLS FOR LARGE PLAY EQUIPMENT	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Ascending an Inclined Bench on Stomach				
1. Slides along bench on stomach by pulling with hands.				
2. Slides up inclined bench on stomach by pulling with hands.				
Ascending an Inclined Bench on Hands and Knees				
1. Crawls along bench on hands and knees				
2. Crawls up inclined bench on hands and knees				
Walking up an Inclined Bench				
1. Walks along a bench				
2. Walks along a narrow bench or beam				
3. Walks up an inclined bench.				
Jumping on a Trampoline				
1. Bounces on hands and knees				
2. Bounces standing without leaving surface				
3. Bounces with instances of feet leaving bed				
4. Jumps consecutively				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Seat Drop on Trampoline				
1. Jumps, lands sitting on bed				
2. Jumps, drops to seat, bounces back to feet				
3. Drops to seat and continues jumping				
Swivel Hips on Trampoline				
1. Does seat drop, jumps and turns 90°				
2. Does seat drop, jumps and turns 90° twice, and does another seat drop				
3. Does seat drop and turns 180°, jumps and does another seat drop				
4. Does seat drop and turns 180° to go directly into another seat drop				
Sliding Down a Slide				
1. Slides on seat				
2. Slides on tummy, feet first				
3. Slides on tummy, head first				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Climbing on a Box				
1. Climbs onto hip high box				
2. Climbs onto chest high box				
Swinging on a Rope				
1. Holds on with hands while being swung				
2. Holds on and locks legs while being swung				
3. Swings on rope				
Swinging on a Bar				
1. Hangs from bar with hands				
2. Steps off (bench) to hang on bar				
3. Swings on bar				
4. Swings on bar, returns to (bench)				
Swinging on a Swing				
1. Sits on seat and holds on while being pushed				
2. Mounts swing and sits while being pushed				
3. Pumps swing				

Performs with a Physical Prompt

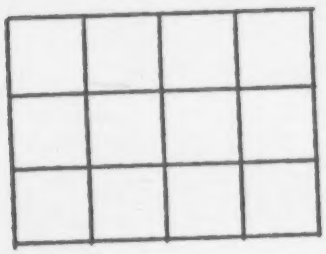
Performs with a Visual Prompt

Performs with a Verbal Prompt

Initiates in Free Play (No Prompt)

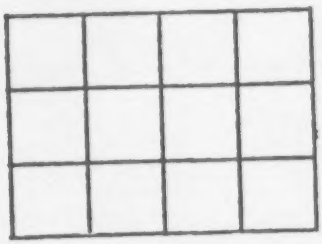
Hanging from Knees on a Horizontal Ladder

1. Hangs from hands and knees on adjacent rungs of horizontal ladder
2. Hangs from hands and knees on single rung of horizontal ladder
3. Hangs from knees on horizontal ladder



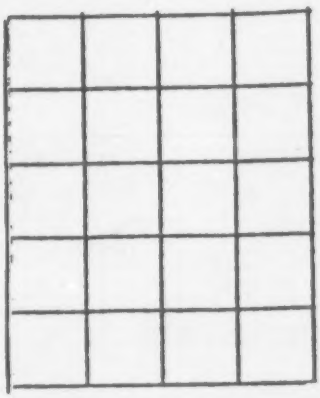
Rolling Around a Bar

1. Supports himself grasping bar and flexing hips
2. Rolls over bar to sitting position on floor
3. Rolls over bar to land on feet



Ascending a Ladder

1. Ascends 5 rungs, marking time
2. Ascends 5 rungs, hands and feet alternately landing on same rung
3. Ascends 5 rungs, hands and feet alternately landing on next rung
4. Ascends 10 rungs, hands and feet alternately landing on next rung
5. Ascends 10 rungs, alternating hands and feet simultaneously



Descending a Ladder

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
1. Descends 5 rungs, marking time				
2. Descends 5 rungs, hands and feet alternately landing on same rung				
3. Descends 5 rungs, hands and feet alternately landing on next rung				
4. Descends 10 rungs, hands and feet alternately landing on next rung				
5. Descends 10 rungs, alternating hands and feet simultaneously				

SKILLS FOR SMALL PLAY EQUIPMENT

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Throwing				
1. Drops ball into basket				
2. Hurls ball using arm movement				
3. Throws ball with shoulder rotation and overarm action				
4. Throws ball with weight transfer to opposite foot				
Kicking				
1. Pushes ball with foot				
2. Kicks stationary ball, knee and hip swing				
3. Walks forward, stops, kicks stationary ball				
4. Walks and kicks stationary ball				
5. Runs and kicks stationary ball				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates In Free Play (No Prompt)
Catching				
1. Traps rolling ball				
2. Traps ball dropped into arms from one foot				
3. Traps ball tossed between waist and chest from 5 feet				
4. Catches ball with two hands				
Bouncing				
1. Drops ball, chases it and picks it up				
2. Drops ball and catches it with two hands				
3. Drops ball, bounces it once and catches it				
4. Drops ball, bounces it twice and catches it				
5. Bounces ball several times and catches it				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Striking with a Hockey Stick				
1. Pushes a stationary puck with hockey stick				
2. Swings stick to hit puck				
3. Steps and hits puck				
Stopping a Puck with a Hockey Stick				
1. Stops puck directed towards stick				
2. Moves forward to stop puck				
3. Turns to stop puck on forehand				
4. Turns to stop puck on backhand				
Passing a Puck with a Hockey Stick				
1. Passes puck between benches to a partner				
2. Passes puck to a partner from 8 feet				
3. Passes puck to a partner from 15 feet				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Hitting with a Baseball Bat				
1. Pushes a suspended tether ball with bat				
2. Hits a suspended tether ball with bat				
3. Hits an oncoming tether ball with bat				
4. Hits a tossed ball with bat				
Jumping a Rope Turned by Two People				
1. Jumps up and down with a two foot take-off and landing				
2. Jumps once over a rope swung back and forth to feet				
3. Jumps continuously over a rope swung back and forth in a slight arc				
4. Jumps continuously over a rope swung over child's head				

SKILLS FOR PLAY VEHICLES

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Riding a Scooter (Sitting)				
1. Sits on scooter while being pushed				
2. Sits on scooter, pushes with both feet to travel backwards				
3. Sits on scooter, pushes alternately with feet				
Riding a Scooter Down an Incline (Sitting)				
1. Sits on scooter, travels down incline with assistance				
2. Sits on scooter, lifts legs after initial push from teacher				
3. Pushes back with hands to initiate movement				
Tummy Riding on a Scooter				
1. Lies on tummy on scooter while being pushed				
2. Lies on tummy, pushes back with both hands repeatedly				
3. Lies on tummy, pushes back with hands and glides with hands and feet off floor				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Tummy Riding Down an Incline on a Scooter				
1. Lies on tummy, travels down incline with assistance				
2. Lies on tummy, lifts legs after intial push from teacher				
3. Pushes back with hands to initiate movement and lifts feet and hands				
Pulling a Wagon				
1. Pulls wagon around obstacles				
2. Pulls wagon containing object				
3. Pulls wagon with someone in it				
Riding a Wagon				
1. Kneels in wagon being pulled				
2. Kneels in wagon holding handle and pushes with one foot on floor while being pushed from behind				
3. Kneels in wagon and pushes with one foot on floor				

	Performs with a Physical Prompt	Performs with a Visual Prompt	Performs with a Verbal Prompt	Initiates in Free Play (No Prompt)
Riding a Tricycle				
1. Sits with feet on pedals while being pushed				
2. Pedals after initial push				
3. Pedals forward, 1/2 revolution, pedal pre-set				
4. Pedals forward from stopped position				
5. Steers tricycle around obstacles				
Riding the Back of a Tricycle				
1. Stands on back of tricycle, holding shoulders of rider				
2. Stands on back of tricycle, holding handlebars and pushing with one foot				

RECOMMENDED EQUIPMENT

SKILLS FOR LOCOMOTION

open space of 20' length
stairs with a railing or near wall
benches or boxes of varying heights (3" to 36")
lines or tape on the floor
one rope or stick
mats or landing pads

SKILLS FOR LARGE PLAY EQUIPMENT

trampoline
wide ramp
suspended vertical rope
playground slide
climbing apparatus with adjustable horizontal bars
(24" high to 5' high or ladder that can be placed horizontally or vertically)
swing or rope suspended in loop from horizontal bar
mats
bench or beam (inclined)
boxes or benches (36" high)
mats

SKILLS FOR SMALL PLAY EQUIPMENT

tennis balls or whiffle balls (not more than 3" in diameter)
bean bags (optional)
large light balls (not less than 8" in diameter)
plastic hockey sticks
plastic baseball bats with large head
skipping rope

SKILLS FOR PLAY VEHICLES

tricycles of various sizes
wagons
scooters

APPENDIX B

MONITORING FORMS

PREP PLAY PROGRAM
DEPARTMENT OF PHYSICAL EDUCATION
UNIVERSITY OF ALBERTA

DAILY RECORD FORM

NAME: _____

MONTH: _____

DATE	TARGET SKILL _____			TARGET SKILL _____			COMMENTS
	TASK	PROMPT	NUMBER/ TIME	TASK	PROMPT	NUMBER/ TIME	

STUDENT _____

TARGET SKILL _____

PREP PLAY PROGRAM
DEPARTMENT OF PHYSICAL EDUCATION
UNIVERSITY OF ALBERTA

TASK _____

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NO PROMPT	I																				
	EG																				
	II																				
VERBAL	AC																				
	SM																				
	SC																				
VISUAL	G																				
	PD																				
	D																				
PHYSICAL	MG																				
	MP																				
	CM																				

- 93 -

TASK _____

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NO PROMPT	I																				
	EG																				
	II																				
VERBAL	AC																				
	SM																				
	SC																				
VISUAL	G																				
	PD																				
	D																				
PHYSICAL	MG																				
	MP																				
	CM																				

APPENDIX C

TASK SEQUENCES

SKILLS FOR LOCOMOTION

Running
Ascending Stairs
Descending Stairs
Jumping Down
Jumping Over
Hopping on One Foot
Forward Roll
Backward Roll

RUNNING

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Move forward with a fast walk (one foot always in contact with floor).	CM. Move backwards holding child's hands and pull him into a fast walk. Continue pulling with each step. MP. Move backwards holding child's hands, but giving periodic pulls to increase his pace. Reduce assistance by releasing hands periodically until your hands are just out of child's reach.	Chase the child from behind. Set up a "shute" (two walls made of mats standing on edge) for child to run through. Set up a track with lines on the floor or obstacles to go around or between. Hold onto one end of rope or hoop and gently pull child.
2. Run forward so that with each stride there is a brief period in which neither foot is in contact with the floor (slight knee lift and short strides).	CM. Hold child's hand and run beside him increasing the speed and lifting him slightly off the ground with each step. MP. Hold child's hand and run beside him, lifting periodically to prompt him to leave the floor.	Hold the child from behind by encircling him with arms. Then open arms and say "Run!" Start child at top of incline and pull him. Release hands as he approaches bottom. Run in front of child holding your hands behind so child tries to catch them.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Run forward with bent arms moving in opposition to legs so that with each stride there is an extended period where neither foot is in contact with the floor (definite knee lift and longer strides).	CM. Hold child's wrist and run beside him. Pump arm so that it moves in opposition to leg and allow child to move the other on his own. MP. Run beside child and push from elbow prompting him to pump arms.	Play follow the leader with teacher leading ("Catch me"). Start running slowly and get faster and faster. Stand in front of and facing child. Have child hold on to the ends of two hockey sticks, one in each hand. Teacher holds on to opposite ends of sticks and pulls child forward by quickly moving backwards. By pumping her arms appropriately, the teacher also gets child to initiate arm pump in opposition to legs.
4. Run forward quickly, dodging three obstacles in pathway.	MP. Run beside child, holding his hand or lightly touching his hip or shoulder. Give gentle pull to one side of obstacle as it is approached.	

ASCENDING STAIRS

EQUIPMENT

Set of 8 stairs

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Crawl up 4 stairs alternating hands and knees.	CM. Stand behind child, place one hand and opposite knee on second and first step respectively. Move other hand and knee to next step and push child at hips. Repeat. MP. Push periodically on child's bottom or on back of alternate thighs.	
2. Walk up four stairs with a support of a wall or handrail by moving one foot then the other so that both feet land on the same step (marking time).	CM. Place child's hand on rail and hold your hand over his. Move hand forward along rail and move one foot then the other to the same step. Repeat. MP. Child holds rail with one hand. Move hand forward along rail and as child lifts leg, pull other hand so that each foot lands on the same step. Repeat.	Have two teachers work with the child. One can move the child's hands along the rail while the other manipulates his feet.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Walk up 8 stairs with support of a wall or handrail, alternating feet so each one leads on a new step.	CM. Child holds rail with one hand. Move hand forward along rail and as child lifts leg, move foot on to new step. Repeat. MP. Child holds rail with one hand. After child moves hand forward and lifts leg, pull on other hand, so each foot lands on a new step.	Draw a foot on each step and encourage child to place his foot on each one.
4. Walk up 8 stairs without support, alternating so each foot lands on a new step.	MP. Place child in center of stairs. Hold one hand and pull, so that each foot lands on a new step.	Have child step up with hands placed at side or on hips. In the center of each step, draw a foot and encourage child to place his foot on each one.

DESCENDING STAIRS

EQUIPMENT

Set of 8 stairs

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Scoot down 4 stairs on seat.	CM. Sit behind child and hold under the arms. Lift child down to next step. MP. Sit behind child. Nudge child in the back to go down on his seat.	
2. Descend 4 stairs marking time with support of a wall or handrail.	CM. Place child's hand on rail and hold your hand over his. Move hand forward along the rail and move one foot then the other so that each foot lands on the same step. Repeat. MP. Child holds rail with one hand. Move hand forward along rail and as child lifts leg, pull on other hand, so that each foot lands on the same step. Repeat.	Have two teachers work with the child. One can move the child's hand along the rail while the other manipulates his feet. Put a toy at bottom of stairs for child to climb down to.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Walk down 8 stairs with support of a wall or handrail, alternating so each foot lands on a new step.	CM. Child holds rail with one hand. Move hand forward along rail and as child moves leg, place foot on new step. Repeat. MP. Child holds rail with one hand. After child moves hand forward and lifts leg, pull on other hand, so that each foot lands on a new step.	Draw a foot on each stair, and child tries to step onto each foot as he climbs down.
4. Walk down 8 stairs without support, alternating so each foot lands on a new step.	MP. Place child in center of stairs. Hold one hand and gently pull, so that each foot lands on a new step.	

JUMPING DOWN

EQUIPMENT

Boxes and benches
of various heights

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Step down from shin height one foot to the other foot.	CM. Face child, hold both hands and pull so child steps off bench. MP. Pull with one hand, releasing after take-off.	Step down from bench into hoop target on floor, jump board, etc. Stand behind child holding under shoulders or holding hands around front of child. Give gentle push at shoulders or short pull from hands. Step down with child, holding his hand and reducing prompt. Gradually increase height from which child steps down. Use a small set of stairs for child to step down.
2. Jump down from shin height with a two-foot take-off and landing.	CM. Face child and hold both hands. Pull downward on hands so that knees bend, then pull up and lift child off bench to floor. Be sure child is momentarily suspended.	Jump onto a crash pad, into sand, snow or foam rubber. Move target further away from take-off spot.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Manipulate child into slight crouch then hold hands out in front so that child reaches for them as he jumps. Reduce contact time until child touches hands only on landing. Finally, hold out hands but do not allow contact throughout jump.	Fade prompts by releasing child's hands in air, decreasing contact time in successive trials. Encourage child to land low, with knees bent.
3. Jump down from knee height with two foot take-off and landing.	MP. Hold hands out in front so that child reaches for them as he jumps. Reduce contact time until child touches hands only on landing.	Gradually increase height of jump. Say 'Jump to me' and stand back 4' - 5'. Jump onto crash pad. Do a jump, land and roll (or fall) on a crash pad.
4. Jump down from hip height with a two-foot take-off and landing.	MP. Hold one hand and reduce prompt by releasing child's hands in air, decreasing contact time in successive trials.	

JUMPING OVER

EQUIPMENT

2" wide line on floor

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Step over a line 2 inches wide from one foot to the other foot.	CM. Stand in front of child and hold both hands. Pull him over the line. MP. Hold hand slightly and allow child to step over using your hand for balance.	Place a line of ropes one beside the other, three feet apart. Step over each rope in succession. Step into a hoop and step out.
2. Jump over a line 2 inches wide taking off from one foot and landing on the other foot.	CM. Stand in front of child on other side of line holding both his hands. Pull him up and over line. MP. Stand facing child, holding hands. Let him initiate jump then pull arms to lift him. Reduce pull so that hands are used for balance only.	Jump over coloured tape on the floor. Jump over a narrow gap made by two mats. Jump in hoop and out. Teacher may stand behind child and manipulate by lifting under arms.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Jump over a line 2 inches wide using a two-foot take-off and landing.	CM. Face child and hold both hands. Pull downward on hands so that knees bend, then swing his arms forward and slightly lift him over the line. MP. Stand facing or beside child on other side of line holding one hand. Let child initiate jump then pull on arm and slightly lift as he goes over line. Reduce support so that your arm is only used for balance.	Jump over wider gap made by two mats. Jump from one square to another. Jump over a rope.

HOPPING ON ONE FOOT

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand for several seconds on one foot.	CM. Hold child steady with one hand and lift one foot off the ground. MP. Child lifts one leg. Hold his hand for support.	
2. Stand on one foot and bounce without leaving floor.	CM. Stand in front of child and hold him under the arms while he lifts one foot off the floor. Push down so that child bends knee then pull up to straighten leg. Continue. MP. Stand in front of child holding his hands. Move arms up and down, causing bouncing action.	
3. Hop in place on one foot 3 times, leaving the floor each time.	CM. Stand in front of child and hold him under the arms. Lift child off the ground so that he hops on one foot.	Hop in a hoop. Hop on a spot on the floor. Child may hold onto a box or bar for support while hopping.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Stand in front of child holding his hands. Lift arms prompting child to hop.	Hop over a line. It may be necessary to prompt child throughout task sequence to keep one foot off the floor.
4. Hop forward three times on one foot.	CM. Stand in front of child holding both hands. Gently pull child forward each time he leaves the ground. MP. Stand beside child holding one hand. Pull slightly on hand so that as child hops he moves forward.	

FORWARD ROLL

EQUIPMENT

A gym mat

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Squat down, place hands on mat and roll forward into sitting position.	CM. Get child into squatting position by pushing on shoulders and bending knees. Place hands on mat. Push on seat and back of head until child rolls over. Push on back until child is in sitting position. MP. Child squats with hands on mat. Push on back until child has rolled over into sitting position.	Set up obstacle such as stick or rope over which child places hands. Set up tire tube hanging from rope on ceiling through which child can place head and hands. (Place it high enough so that when his head is in contact with the mat his feet must be off the mat). Use bolster for child to roll over. Have child hold a bean bag under chin, as this encourages child to tuck head and also keeps back rounded.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
2. Squat down and roll forward into squatting position.	CM. Child squats with hands on mat. Hold his legs in tuck position. As child rolls over push on back or seat to help him regain squatting position. MP. Child squats with hands on mat. Upon completion of roll, push on child's back or seat.	Roll down an incline.

BACKWARD ROLL

EQUIPMENT

Mat

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Squat down, place hands on mat and rock backwards onto shoulders. Rock back and forth along back.	CM. Child squats with hands on mat. Tuck child's head. As child rocks onto back, keep legs and head tucked and lift seat so child continues rock onto shoulders. MP. Child squats with hands on mat. As child rocks onto back, push from seat to prompt child to rock onto shoulders.	
2. Squat down and roll backward placing hands on mat above shoulders. Push to roll over onto shins.	CM. Child squats with hands on mat. As child rolls onto back, place his hands above shoulders and push seat allowing him to roll over onto shins. MP. Child squats with hands on mat. As child rolls onto back placing hands above shoulders, give initial lift at seat allowing child to roll over onto shins.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Squat down and roll backward placing hands on mat above shoulders. Push to roll over onto feet in crouched position.	CM. Child rolls backward onto shins. Push on knees to keep legs tucked throughout. Place hands on mat in front of child and lift under arms so that he lands on his feet in a crouched position. MP. Child rolls backward. By pushing from shoulders, prompt child to place hands on mat and push up to land on feet.	

SKILLS FOR LARGE PLAY EQUIPMENT

Ascending a bench on stomach
Ascending a bench on hands and knees
Walking up an inclined bench
Jumping on a trampoline
Sliding down a slide
Climbing on a box
Swinging on a rope
Swinging on a bar
Swinging on a swing
Hanging from knees
Rolling around a bar
Ascending a ladder
Descending a ladder

ASCENDING AN INCLINED BENCH ON STOMACH

EQUIPMENT

Bench

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Lie on stomach and slide along bench by pulling with hands.	CM. Lie child on stomach on bench. Place hands above head holding onto sides of bench. Hold child at waist and push child's body up to meet hands. MP. Child lies on stomach with hands extended above head holding onto sides of bench. Push slightly to prompt child to pull himself up to hands.	
2. Lie on stomach and slide up inclined bench by pulling with hands.	MP. Child lies on stomach with hands extended above head holding onto sides of bench. Push slightly to prompt child to pull himself up.	

ASCENDING AN INCLINED BENCH ON HANDS AND KNEES

EQUIPMENT

Bench

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Crawl along bench on hands and knees.	CM. Place child on bench on hands and knees. Move one hand and opposite knee forward at the same time. Repeat with other hand and knee until child reaches end of bench. MP. With child on hands and knees, prompt child to crawl along bench by pushing seat.	Child may grasp sides of bench.
2. Crawl up inclined bench on hands and knees.	MP. With child on hands and knees, prompt child to crawl up bench by pushing seat.	

WALKING UP AN INCLINED BENCH

EQUIPMENT

Bench

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Walk along a 8 to 10 inch wide bench.	CM. Stand on the ground alongside child who stands on bench. Support under arms and walk with child to end of bench. MP. Child stands on bench. Prompt child to walk along bench by holding one hand and pulling gently forward.	
2. Walk along a narrow bench or beam 4 to 6 inches wide.	CM. Child stands on beam. Stand on ground alongside child supporting him under the arms. Walk beside child moving from one end of bench to the other. MP. Child stands on beam. Prompt child to walk along beam by holding one hand and pulling gently forward.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Walk up an inclined bench or beam 4 to 10 inches wide.	CM. Child stands on bench. Stand on ground beside child supporting him under arms. Walk beside child as he walks up incline. MP. Child stands on bench. Prompt child to walk up bench by holding his hand and pulling gently forward.	

JUMPING ON A TRAMPOLINE

EQUIPMENT

Trampoline

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Bounce several times on trampoline on hands and knees.	CM. Kneel on bed with child. Position child on his hands and knees. Bounce with child on hands and knees. MP. Stand beside bed. Push on bed to make child bounce on hands and knees.	
2. Bounce several times on trampoline in an upright position without leaving the bed.	CM. Kneel on the bed holding the child upright, and bounce together. MP. Stand beside the tramp and hold child by the waist. Push down to make him bounce. Reduce to moving child's arms up and down.	While child stands, push down on tramp near child. Place two children on the trampoline - a good jumper and a poor jumper: good jumper assists poor jumper to bounce by holding hands or bouncing near him. Child may like to bounce and then fall to knees or seat. Jump up and down on the floor beside the trampoline.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
		Child and teacher hold a long stick horizontally. Lift stick up and down while bouncing
3. Bounce on trampoline in an upright position with both feet occasionally leaving the bed.	CM. Stand beside tramp. Hold child by the hands. As child bounces, lift off the bed. MP. Hold child's hands, allowing him to initiate jump, but maintain contact with hands.	Clap loudly as the child jumps to encourage successive jumping.
4. Jump five times consecutively with two feet leaving the surface of the bed each time.	MP. Hold child's hands and as child starts the upward motion of a bounce, lift child off the bed 2" into the air. Release him at height of each bounce.	Put a hoop on the trampoline - child tries to jump inside the hoop. Attach bell to underside of trampoline bed. Hold object above child's head for him to jump to.

SEAT DROP ON THE TRAMPOLINE

EQUIPMENT

Trampoline

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Bounce several times and land sitting on bed of trampoline.	CM. Hold child under the arms and after several bounces lift child and sit him down on the bed of the trampoline. MP. Hold child's hands and after several bounces lift child and push backwards so child lands on his seat. Reduce prompt by letting go earlier as child drops to seat.	
2. Bounce several times, drop to seat and bounce back to feet.	CM. Hold child's hands as he bounces, prompt him to sit down, then pull him back to his feet. MP. Hold child's hands as he bounces. Let him sit down and prompt child to get up by pulling slightly.	Push hard on the bed near child's seat when he lands to help him regain standing position.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Bounce several times, drop to seat, return to feet, and bounce again.	CM. Hold child's hands on seat drop and as he returns to his feet, pull up on arms so that child bounces again. MP. Child performs seat drop and as he returns to feet, grasp wrists and pull lightly to prompt child to bounce again.	

SWIVEL HIPS ON TRAMPOLINE

EQUIPMENT

Trampoline

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Do a seat drop on trampoline, swing arms up above head, and turn 90° to stand.	CM. Hold child under arms and as he gets up from seat drop, hold arms up, lift child and turn 90° (¼ turn). MP. Hold child's hands and as he gets up from seat drop, prompt child to turn 90° by pulling one hand and releasing hand on same side of turn.	Have child facing away from teacher for his seat drop so when he turns to stand he will face teacher.
2. Do a seat drop on trampoline, lift arms up, turn 90° to stand, bounce and turn 90° into another seat drop and stand up.	CM. Hold child under arms and lift and turn child from seat drop into stand and from stand into seat drop. MP. Hold onto child's waist and prompt child into turns by turning hips.	Teacher may kneel on edge of trampoline or stand beside depending on the amount of assistance required and/or the size of the child.
3. Do a seat drop on trampoline, swing arms up, turn 180° to a stand, jump and do another seat drop.	MP. Hold child's waist and prompt child to turn by turning hips.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
4. Do a seat drop on trampoline, swing arms up, rotate 180° into another seat drop, and stand up.	CM. Hold child under arms and lift and turn child from one seat drop into another seat drop, making a 180° turn. MP. Hold child's waist and prompt child to turn by turning hips.	

SLIDING DOWN A SLIDE

EQUIPMENT

Playground slide

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Slide down incline on seat, feet first.	CM. Sit with child between legs. Slide down slide together. MP. Give child a push from behind. Lift feet slightly off slide to increase speed.	Sit at bottom of slide. Extend arms to catch child. Stand on slide with legs spread back to child. Reach through and grasp child's hands. Pull him through legs and down slide.
2. Slide down incline on stomach feet first.	CM. Lie child on stomach and push on shoulders so that he travels down incline. MP. As child lies on stomach, raise feet slightly off slide and pull on ankles lightly.	Lie on stomach head first and grasp child's hands so he "pulls" you down slide.
3. Slide down incline on stomach head first.	CM. Place child's hands out in front with palms on slide. Hold child around hips to control speed of slide. MP. Lift child's hands slightly off slide and hold on to them to control speed down slide.	Stand at bottom of slide, legs apart. Let child slide through your legs.

CLIMBING ON A BOX

EQUIPMENT

Boxes of chest and hip height.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Climb onto a box of hip height, placing hands on box top, and then lifting legs on.	CM. Place child's hands on far side of box top. Lift the right leg (knee leading) onto the box. Repeat with left leg. MP. Child places hands on far side of box top. Teacher prompts child to lift right leg (knee leading) onto the box by lifting right foot off the ground. Repeat with left leg.	Climb onto other pieces of equipment, e.g. trampoline, bar box, top of slide. Teacher may increase height of box gradually rather than moving directly from hip to chest height.
2. Climb onto a box of chest height using a jump to lift chest onto box top, and then lift legs on.	CM. Hold child around waist. Have child bend at knees with hands holding onto top of box. Child extends and pushes off legs while teacher lifts child's chest onto box top. Prompt child to lift right leg (knee leading) onto box by pushing under thigh. Repeat with left leg.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Child bends at the knees with hands held onto top of box. Child extends and pushes off legs while teacher assists child to place chest onto box top by pushing seat of child. Child lifts each leg onto box top.	

SWINGING ON A ROPE

EQUIPMENT

Rope knotted at thigh height

Bench

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand on bench. Hold onto rope with two hands, with knot between legs, while being swung. Teacher gives support by holding knot between legs.	CM. Child stands on bench. Place child's hands around rope and knot between legs. Support child with one hand under knot and other hand firmly over his hands. Swing child back and forth. MP. Child stands on bench and holds rope. Place knot between legs. Support child with one hand under knot and prompt him to hold on by holding his wrists with other hand.	Have child hold onto rope with one hand and other hand around teacher's neck. Put child's hands on rope up at height of head when he is standing. Knot should be at child's hip height or higher. Bench can be 2 to 4 feet away from hanging rope. Support under the knot by holding end of rope and pulling it slightly up towards child's back.
2. Stand on bench. Hold onto rope, place knot between legs and lock legs around rope while being swung by teacher.	CM. Child stands on bench and holds rope. Place knot between legs. Cross ankles with legs extended and hold ankles so that inner thighs are touching rope. With other hand support under the knot. Swing child back and forth.	A wooden seat can be made to fit around the rope and over the knot.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Child stands on bench and holds rope. Help child to place knot between legs and cross legs. Prompt child to lock ankles by holding onto feet. Swing child back and forth.	
3. Hold rope and get on bench. Place knot between legs, jump off bench and swing back and forth.	CM. Help child in mounting rope. Support under knot while he leaves bench and at beginning of swing. MP. Prompt child to jump off bench with a light push from behind.	Put bench further away from rope to encourage jumping.

SWINGING ON A BAR

EQUIPMENT

Horizontal bar 8-12" higher than child's head.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Hang from horizontal bar with two hands for five seconds.	CM. One teacher lifts child up from behind by holding under shoulders. Second teacher faces child and places his hands on bar, and holds them there while he hangs. MP. Lift child and let him grab bar. Hold child lightly under shoulders.	Have one teacher hold child's hands on bar while another lifts feet off bench. Change diameter of bar so that child can overlap thumb and finger. Vary height of bar according to size of child. Child should be able to stand up straight while holding bar from bench.
2. Stand on bench and hold onto bar with two hands. Step off bench and hang under bar for five seconds.	CM. Stand child on bench and place child's hands on bar. Lift feet off the bench and allow child to hang, giving some support at hips. MP. Stand child on bench and let him grab bar. Push child's feet off bench and allow to hang for five seconds.	
3. Stand on bench and hold onto bar with two hands. Step off bench and swing back and forth at least twice.	CM. Child stands on bench holding bar. Stand beside child and as he steps off bench swing his legs forward by holding him under	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
Drops to floor for landing.	thighs. MP. Child stands on bench holding bar. Give gentle push on lower back to prompt swinging action.	
4. Stand on bench and hold onto bar with two hands. Step off bench and swing back and forth at least twice. Return with feet onto bench, and repeat.	CM. Child stands on bench holding bar. Allow him to step off and swing forwards and backwards. On the backward swing, push on child's shins and place feet back on bench behind child. MP. Child steps off bench, swings forwards and backwards. On the backward swing, push lightly on child's feet and steer them towards bench. Child then steps back onto bench.	

SWINGING ON A SWING

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Sit on seat of swing and hold on while being pushed. Teacher lifts child onto swing.	CM. Place child's hands on chains (about shoulder height) and hold them there. Push to swing. MP. Place child's hands on chains, release hold on his hands, and push from behind.	If a swing is not available tie the ends of a strong rope to a horizontal bar, allowing the loop to hang at child's seat height. Children sit on rope without a seat.
2. Mount swing and sit while being pushed.	CM. Place child's hands on chains. Lift under thighs and place child on seat of swing. MP. Hold seat steady while child mounts.	
3. Swing on swing by pumping legs.	CM. Start by holding swing back and release. Bend child's knees on backswing and extend them on forward swing. MP. Push in front of ankles to prompt backswing and push in back of ankles to prompt forward swing.	

HANGING FROM KNEES ON A HORIZONTAL LADDER

EQUIPMENT

Horizontal ladder

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand holding rung of horizontal ladder set at approximately shoulder height. Lift legs to next rung to hang from knees and hands.	CM. Child holds one rung with both hands shoulder width apart. Teacher holds child's right ankle and lifts it up and onto the next rung. Repeat with left leg. Teacher slides child's legs forward until knees are over the second bar. MP. Child holds one rung with both hands shoulder width apart. Child lifts right leg off the ground towards the bar, and teacher assists child to pass leg up to the bar. Repeat with left leg. Child bends legs at knee and suspends.	Child suspends from hands and knees with back arched looking upside down. Child may hang from knees one or two rungs ahead of rung which he is holding with hands. Child may hook toes under rung next to the one from which knees are hanging, or child may hook toes under sides of ladder.
2. Stand holding rung of horizontal ladder and lift legs to same rung to hang from hands and knees.	CM. Child holds bar with hands shoulder width apart. Teacher holds child's one ankle and lifts it up onto the same bar. Repeat with the other leg until both legs are resting on the bar. Child then slides one, then the other leg through between the arms and hooks them	To manipulate on a single horizontal bar, sit child on bar, putting hands beside hips on bar. Hold child at shoulders and over shins and rotate him backwards until he's upside down.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	over the bar. MP. Child holds onto bar and lifts the one leg up to the bar. Teacher lifts the other leg up until it rests on the bar. Child slides legs through arms until suspended by hands and knees.	
3. Hang from hands and knees on same rung of horizontal ladder. Release hands and hang from knees, while hooking toes under next rung of ladder.	CM. Child lifts one leg then the other up to the bar, slides them between the hands, and hangs by hands and knees, toes hooked under next rung. Teacher stands behind child's head and supports the shoulders with one hand and slowly unhooks one hand, so the child hangs by two knees and one hand. Repeat with teacher unhooking both hands once child has gained confidence, still supporting child at the shoulders. MP. Teacher supports child with one hand under the back and one hand on top of shin of both legs. Child lets go one, then both hands and teacher holds child as he hangs from the knees. Reduce support firstly from behind shoulders, and then from top of shins until child hangs safely alone.	

ROLLING AROUND A BAR

EQUIPMENT

Bar at hip height

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand facing bar and grasp it with palms down. Lean forward so hips rest against bar. Flex at hips, lift feet and hold for 5 seconds.	CM. Stand behind child placing your hands over his on bar. Then push child on back so that he bends forward. Lift child under thighs so that he flexes hips and raises feet. MP. Prompt child at wrist to grasp bar. Push gently on back so that child bends forward.	Vary height and diameter of bar according to size of child.
2. Grasp bar and lean forward. Lift feet and roll around bar to land in a sitting position with legs outstretched.	CM. Stand in front and slightly to one side of child. Child grasps bar, bends forward and raises feet off floor. Place one hand on child's back and push down to initiate roll and continue support under back. Catch legs as they swing around with other arm, and let down gently so child lands in a sitting position.	Have child land on soft mat.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Child grasps bar, bends forward, and raises feet off floor. Prompt child to initiate roll by pushing down slightly on shoulders. Place arm under legs as they swing around, and then release so child sits alone.	
3. Grasp bar and lean forward. Roll around bar with legs tucked to land on feet.	CM. Child grasps bar and bends forward. As child rolls around bar, bend knees allowing him to land on feet with legs tucked. MP. Child grasps bar and bends forward. As child rolls around bar, gently push feet towards seat so that child bends knees and lands on feet with legs tucked.	

ASCENDING A LADDER

EQUIPMENT

10 rung ladder
inclined at 45°

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Climb up 5 rungs of ladder. Keeping hands above head, move one hand then the other to the same rung and repeat with feet. Continue.	CM. Stand behind child. Lift one hand, then the other onto the same rung. Repeat with feet. MP. Lift one hand onto next rung. Prompt child to lift other hand by pushing up under wrist. Repeat with feet, pushing under heel to prompt child to move foot up.	Support child around the waist. If possible, use a ladder with small spaces between rungs. The child may prefer to place his hands on the side of the ladder rather than on the rungs.
2. Climb up 5 rungs of ladder moving one hand then the opposite foot onto the next rung. Repeat with other hand and foot so that they land on the same rung as the previously moved hand and foot.	CM. Stand behind child. Lift one hand then opposite foot onto next rung. Repeat with other hand and foot so that they land on the same rung as the opposite hand and foot. MP. Stand behind child. Prompt him to move one hand then opposite foot by pushing under wrist and heel of respective hand and foot.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Climb up 5 rungs of ladder moving one hand then the opposite foot onto the next rung. Repeat with other hand and foot so that they land one rung higher than opposite hand and foot.	CM. Stand behind child. Lift one hand, then opposite foot onto the next rung. Repeat with other hand and foot, so that they land one rung higher than hand and foot previously moved. MP. Prompt child to move hands and feet in proper sequence and to proper rung by grasping wrists and ankles, lifting and then releasing upon arriving at height of rung.	Have the ladder lead to an inviting destination.
4. Climb up 10 rungs of ladder moving one hand then the opposite foot onto the next rung. Repeat with other hand and foot so that they land one rung higher than opposite hand and foot.	MP. Allow child to climb unassisted at lower rungs, giving assistance as height increases.	Place puppet/toy at top of the ladder. Follow another child to top.
5. Climb up 10 rungs of ladder moving hand and foot, simultaneously in opposition, so that they land one rung higher than opposite hand and foot.	MP. Stand behind child. As child moves one hand onto next rung, prompt child to move opposite foot at the same time by pushing at heel.	Play follow the leader. Connect ladder to other equipment for variety. Vary the slope of the ladder.

DESCENDING A LADDER

EQUIPMENT

10 rung ladder

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Climb down 5 rungs of ladder keeping hands above head. Move one foot then the other to the same rung and repeat with hands. Continue.	CM. Stand behind child. Lift one foot, then the other onto the sam rung. Repeat with hands. MP. Lift one foot onto next rung. Prompt child to move other foot by pushing down on ankle. Repeat with hands, pushing down on wrist to prompt child to move hand down.	Support child around the waist. If possible, use a ladder with small spaces between rungs.
2. Climb down 5 rungs of ladder moving one foot then the opposite hand onto the next rung. Repeat with other foot and hand so that they land on the same rung as hand and foot previously moved.	CM. Stand behind child. Lift one leg then opposite hand onto next rung. Repeat with other foot and hand so that the land on the same rung as the opposite foot and hand. MP. Stand behind child. Prompt him to move one foot the opposite hand by pushing down an ankle and wrist of respective foot and hand. Repeat with other foot and hand.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Climb down 5 rungs of ladder moving one foot then the opposite hand onto the next rung. Repeat with other foot and hand so that they land one rung lower than opposite foot and hand.	CM. Stand behind child. Lift one foot, then opposite hand onto next rung. Repeat with other foot and hand, so that they land one rung lower than foot and hand previously moved. MP. Prompt child to move feet and hands in proper sequence and to proper rung, by grasping ankles and wrists and moving towards rung.	
4. Climb down 10 rungs of ladder moving one foot then the opposite hand onto the next rung. Repeat with other foot and hand so that they land one rung lower than opposite foot and hand.	MP. Walk beside child supporting body at top of ladder. Reduce assistance as the child climbs down to lower rungs.	Connect the ladder to other equipment.
5. Climb down 10 rungs of ladder, moving foot and hand simultaneously in opposition, so that they land one rung lower than opposite foot and hand.	MP. Stand beside child. As child moves one foot onto next rung, prompt him to move opposite hand at the same time by pushing down on wrist.	Vary the slope of the ladder.

SKILLS FOR SMALL PLAY EQUIPMENT

Throwing
Kicking
Catching
Bouncing
Striking with a hockey stick
Stopping a puck
Passing a puck
Hitting with a baseball bat
Jumping a rope

THROWING

EQUIPMENT

2"-3" diameter ball

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Drop a small ball into a basket or box.	CM. Place hand over child's hand which holds a small ball. Open child's hand for release. MP. Hold child's wrist directly over basket until child releases ball.	Use a beanbag instead of a small ball. If possible, use a basket which makes a noise as ball hits the bottom. Fill up a basket with beanbags or balls, then empty and start again. Have child reach over something to drop ball.
2. Stand and hurl a small ball forward using only arm movement.	CM. Stand behind child. Cover child's hand which is holding the ball. Throw ball together. MP. Hold child's wrist with ball above shoulder. Prompt child to throw ball by holding his wrist and swinging arm forward and snapping wrist to signal release.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Standing slightly sideways to the direction of the throw, throw a small ball forward using arm movement and slight rotation of shoulders.	CM. Place child slightly sideways to direction of throw. As child initiates throwing action, push forward on throwing shoulder and pull back on the other. MP. Child stands sideways. As child initiates throwing action pull back on non-throwing shoulder.	Throw to a partner. Throw to a wall so ball returns. Throw at a suspended target. Use targets that make a noise when hit by a bean bag or ball. Use targets that fall over when hit. Place targets further away as skill improves.
4. Stand slightly sideways and throw a small ball forward with a mature pattern (weight transfer onto front foot, hand and foot in opposition, body rotation and overarm action).	CM. Child stands sideways and initiates throwing action. As arm comes forward, push child's front foot in the direction of throw and push at hips to transfer weight. MP. As child brings arm forward, prompt child to step forward onto front foot by gently pushing front leg in the direction of throw.	

KICKING

EQUIPMENT

6-10" diameter ball

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Push a stationary ball forward keeping leg straight.	CM. Stand behind child and place foot against ball. Push foot forward to move ball. Hold hand for balance. MP. Stand behind or beside child. Hold one hand for balance. Prompt child to push ball forward by gently pushing back of leg.	Line up several balls so child doesn't have to wait for ball return. Kick ball into basket lying on its side. Kick ball back to child, returning it as quickly as possible.
2. Kick a stationary ball forward swinging leg from hip and knee.	CM. Stand behind child and pull bent leg back so that foot is off ground. Swing child's leg and foot forcefully forward. Hold hand for balance. MP. Stand beside or behind child, holding hand for balance. Prompt child to swing leg forward by pulling lower leg back.	Kick ball towards wall so that it returns to child.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Walk forward three steps, stop, and swing bent leg back then forward from hip to kick a stationary ball.	CM. Walk towards ball holding child's hand. Stop child so that non-kicking foot is beside ball and prompt him to swing leg back and kick ball. MP. Child walks towards ball. Grasp child's shoulder to prompt him to stop in front of ball and kick it.	Have child take first step with non-kicking leg.
4. Walk forward three steps, and without stopping swing bent leg back then forward from hip to kick a stationary ball.	CM. Walk towards ball holding child's hand. Pull continuously so that child kicks ball without stopping. MP. Child walks towards ball. Push on child's back to prompt him to kick ball without stopping.	
5. Run forward and swing bent leg back then forward from hip to kick a stationary ball.	CM. Run towards ball holding child's hand. Pull continuously so that child kicks ball without stopping. MP. Push on child's back to prompt him to run towards ball and kick it without stopping.	

CATCHING

EQUIPMENT

6"-10" diameter ball

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Sit on floor with legs spread, and trap a rolled ball with both hands.	CM. Sit with child between your legs. Another teacher rolls ball towards child, and as it arrives, grasp child's arms and place them around ball. MP. Sit with child between your legs and have child's legs also spread. Another teacher rolls ball towards child, and as it arrives, prompt child (by spreading his arms) to gather in the ball with his arms and hands.	Sit with child between legs facing wall. Roll ball to wall so that it rebounds to child. Roll ball slowly at first. Choose open space (i.e. as few distractions, obstacles as possible). Increase distance of roll.
2. Trap against chest a large ball that is dropped lightly into outstretched arms from a distance of about one foot.	CM. Stand behind child and hold his arms out to receive ball. Move his arms around ball as it arrives. Toss is made by second teacher or child. MP. Stand behind child. Prompt him to move arms around ball as it arrives by pushing at elbows.	Colorful light balls (eg. beach balls) may attract child more; large balls are easier at first.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Trap against chest, a large ball tossed to arrive between waist and chest height, from a distance of 5'.	CM. Stand behind child and hold his arms out to receive ball. Move his arms around ball as it arrives. Toss is made by second teacher. MP. Stand behind child. Put his arms out to receive ball and release arms as ball is tossed.	Have child reach arms forward, palms up, in preparation; make sure child is watching ball. Associate this position with verbal cue "Ready!" For variety, have child trap or catch bounced ball. Toss the ball so it gradually arrives closer to child's fingertips.
4. Catch with two hands a large ball tossed to arrive between waist and chest height, from a distance of 5'.	CM. Stand behind child. Grasp child's wrists to move his hands around the ball as it arrives. Toss is made by another teacher. MP. Stand behind child. Grasp child's wrists to move his hands in position to receive ball. Release hold on wrists as ball is tossed.	

BOUNCING

EQUIPMENT

Ball, 8"-12" in diameter.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Drop ball, watch it bounce, follow it and pick it up.	CM. Child holds ball in one hand. Prompt child to drop ball, then watch it bounce. Hold child's hand and follow ball. Prompt child to pick it up by extending hand toward ball. MP. Child holds ball in one hand and drops it. Prompt child to watch it bounce, follow it and pick it up by gently pushing him towards ball.	Child can stand inside large hoop to bounce.
2. Drop the ball and catch it with two hands.	CM. Child holds ball in one hand. Prompt him to drop it then move his arms around it as it bounces up to him. MP. Child drops ball. Prompt child to catch it as it bounces up to him by gently pushing arms around ball.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Drop the ball, bounce it once with one hand and catch it with two hands.	CM. Teacher stands behind child. Child drops ball. Teacher grasps child's wrist and pushes his hand to bounce the ball. Move child's arms around ball as it bounces up. MP. Child drops ball. Prompt child to bounce ball by positioning hand for a slap bounce. Prompt child to catch ball by pushing arms around ball.	
4. Drop the ball, bounce it twice in succession with one hand, then catch it with two hands.	MP. Child drops ball; prompt child to bounce ball twice and catch it.	
5. Bounce ball three or more times in succession, with one hand, then catch it with two hands.	MP. Child drops ball. Prompt child to bounce ball three or more times, then catch it.	

STRIKING WITH A HOCKEY STICK

EQUIPMENT

Short handled plastic hockey stick and puck

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand sideways facing puck and hold hockey stick in two hands. Push puck forward.	CM. Stand behind child holding his hands on hockey stick. Most right-handers shoot on left side, with right hand placed above left hand on stick. Put hockey stick directly behind puck and push puck forward. MP. Child holds hockey stick with two hands. Stand at side of child and put hockey stick directly behind puck. Prompt child to push puck forward by pusing back of child's hands.	Most right-handers shoot on their left side, that is, the blade of the stick is on their left side when shooting forehand. When shooting on the left side, the right hand is placed above the left on the stick. If the child naturally picks up or carries the stick with his right hand, this hand should be positioned above the left hand when shooting, and shooting should take place on the left side of the child.
2. Stand sideways facing puck. Swing stick back and then forward to hit the puck.	CM. Child holds hockey stick with two hands. Hold child's wrists and swing stick back and then forward to strike puck. MP. Stand behind child and hold child's wrists. Swing stick back and then release to allow child to swing stick forward to hit the puck.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Stand sideways facing puck placed between and in front of feet. As stick swings forward, step with the front foot in the direction of the hit.	CM. Child holds hockey stick with two hands. Child swings stick back and as it begins to swing forward, place child's front foot in direction of hit and push at hips to transfer weight. MP. Stand behind child. Child swings stick back and as the stick begins to swing forward, prompt child to step with front foot in direction of hit by pushing foot.	Child hits towards a target. Child hits to a partner.

STOPPING A PUCK WITH A HOCKEY STICK

EQUIPMENT

A short-handled plastic hockey stick and puck.

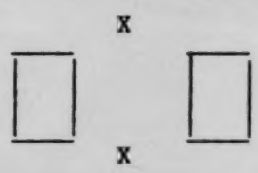
TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand sideways to oncoming puck with stick on floor. Stop puck passed directly to stick.	CM. Stand behind child holding his hands on the stick (right hand above left for right-handed child). Keep stick on floor to stop puck. MP. Child holds stick. Prompt child to push puck forward by pushing back of child's hand.	Use a large puck to begin with and as the child improves, move to a smaller puck. As child improves, alternate so that he does not stop the puck on the same side all the time.
2. Stand sideways to oncoming puck with stick on floor. Move forward to stop puck which is not passed directly to stick.	CM. Stand behind child holding his hands on the stick. Move stick forward along floor to stop puck. MP. Child holds stick on floor. Prompt child's arms to move stick forward to stop puck.	Place a large "X" on the floor to signify where the stick is to be placed. Have one teacher push puck to child while another manipulates or prompts him to stop puck.
3. Stand facing oncoming puck. Rotate shoulders and hips to stop a puck on forehand side.	CM. Position child so that he faces oncoming puck with stick on floor in front of body. As puck approaches rotate child at shoulders so that he moves stick along floor to forehand	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	side and stops pucks. MP. Child stands facing oncoming puck with stick on floor. As puck approaches gently rotate child's hips so that he turns to stop puck.	
4. Stand facing oncoming puck. Rotate shoulders and hips to stop puck hit to backhand side.	CM. Child stands facing oncoming puck with stick on floor. As puck approaches, rotate child at shoulders so that he moves stick along floor to backhand side and stops puck. MP. Child stands facing oncoming puck with stick on floor. As puck approaches gently rotate hips so that child turns to stop puck.	

PASSING A PUCK WITH A HOCKEY STICK

EQUIPMENT

A short-handled plastic hockey stick and plastic puck
4 benches

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Have students pass the puck to each other between two benches which may be from approximately 8-3 feet apart. The students may be standing from approximately 8-15 feet apart.	CM. Stand behind the child. By placing your hands over his on the stick, direct the puck towards his partner. MP. Stand behind child and prompt him to direct the puck towards his partner by pushing at wrists.	 Start with partners standing approximately 8 feet apart and passing between benches which are approximately 8 feet apart. Gradually increase the distance between the partners, while decreasing the area between the benches, until the students are passing accurately standing 15 ft. apart and within the area defined by benches which are only 3 ft. apart. Could have partners each standing in a marked area (similar to a goal), thus children have something obvious to shoot towards.
2. Students, standing 8 ft. apart, pass the puck to one another in a straight line, without the use of benches.	CM. Stand behind child and help him direct the puck to his partner by swinging the stick for him. MP. Stand behind or beside child and prompt him to direct the puck towards his partner by pushing at wrists.	
3. Students, standing 15 ft. apart, pass the puck to one another in a straight line without the use of benches.	CM. Stand behind child and help him direct the puck to his partner by swinging the stick for him. MP. Stand behind or beside child and prompt him to direct the puck towards his partner by pushing at wrists.	

HITTING WITH A BASEBALL BAT

EQUIPMENT

Short handled light
plastic baseball bat
Tether ball
Large ball

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Stand sideways facing a suspended tether ball hanging at waist level. Hold bat with two hands and push ball forward.	CM. Stand behind child holding his hands on the bat. Place bat against ball and push forward. MP. Stand behind child holding his wrists. Place bat against ball. Release hold and prompt child to push bat forward by pushing hands forward.	Mark spots on floor to denote where child should place feet.
2. Stand sideways facing a suspended tether ball at waist height. Hold bat with two hands over shoulder and swing it forwards to hit ball.	CM. Stand behind child holding his wrists. Position bat over but not on shoulder and swing it horizontally to strike ball. MP. Stand beside or behind child. Prompt child to hold bat over shoulder and swing it forwards to strike ball by manipulating bat.	Teacher and child together practice the horizontal bat swing numerous times before ball is used. Bat should not rest on shoulder, but should be held high over or behind the child's shoulder. Another teacher tosses ball.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Stand sideways to oncoming suspended tether ball. Hold bat over shoulder with two hands and swing it forwards to hit ball.	CM. Stand behind child holding his wrists. Position bat over shoulder. As ball approaches, swing bat forward to hit ball. MP. Stand behind or beside child and prompt him to hold bat over shoulder. As ball approaches, prompt child to swing bat forward to hit ball by pushing bat forward.	One teacher swings tether ball while another manipulates child.
4. Stand sideways to tossed ball. Swing bat from shoulder to hit ball.	MP. Stand beside or behind child. Prompt child to swing bat from shoulder at appropriate time by gently pushing at wrists.	

JUMPING A ROPE TURNED BY TWO PEOPLE

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Jump up and down several times with a two foot take-off and landing.	CM. Stand behind child holding under arms. Push down so that child bends knees then lift so that feet leave floor. Repeat. MP. Stand in front of child holding hands. Pull down so child bends knees then pull up on hands so feet leave floor. Repeat.	Jump over a rope turned in a circle along the floor. Place a mark on the floor where the child is to jump.
2. Stand facing a rope turner. After rope is swung back and forth to his feet, jump, allowing rope turners to pass rope under feet.	CM. Stand behind child holding under arms. As rope approaches, push down so child bends knees. After rope hits feet, lift child and jump together allowing rope to pass under feet. MP. Stand in front of child holding hands. As rope approaches, pull down so child bends knees. After rope hits feet, pull up on hands and jump together.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Jump continuously over rope which is swung back and forth along floor.	CM. Stand behind child holding under arms. As rope, which is swung back and forth, approaches feet, lift child and jump together. MP. Stand in front of child holding hands. As rope is swung back and forth pull up on hands to prompt child to jump.	
4. Jump continuously over a rope which is turned over head.	CM. Stand behind child holding under arms. As rope, which is swung over head, approaches feet, lift child and jump together. MP. Stand in front of child holding hands. As rope, which is swung over head, approaches, pull up on hands to prompt child to jump.	

SKILLS FOR PLAY VEHICLES

Riding a scooter (sitting)
Riding a scooter down an incline (sitting)
Tummy riding on scooter
Tummy riding on scooter down incline
Pulling a wagon
Riding a wagon
Riding a tricycle
Riding the back of a tricycle

RIDING A SCOOTER (SITTING)

EQUIPMENT

Scooter-board

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Sit and hold on to scooter-board while being pushed forwards.	CM. Sit child on scooter with hands holding on at side. Push from behind so child travels forward. MP. Prompt child to get on scooter and to hold on to sides. Push from behind so child travels forward.	Child may sit cross-legged initially. Travel in a circle by pushing feet sideways. Tie a rope on scooter and pull child around.
2. Sit and hold on to scooter-board and travel backwards a distance of 10 feet by pushing both feet forward.	CM. Child sits on scooter-board. Grasp child's ankles and plant heels close to scooter-board. Still grasping ankles, push heels forward as child travels backwards. MP. Child sits on scooter-board. By pushing at back of heels, prompt child to plant heels and push feet forward.	Propel with feet or hands and feet. Give initial push.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Sit and hold onto scooter-board. By pushing alternately with feet, travel backwards a distance of 10 feet.	CM. Grasp child's ankles, and alternately plant heels and push forward so child travels backwards. MP. Alternately push at back of heels to prompt child to push alternately with feet.	

RIDING A SCOOTER DOWN AN INCLINE (SITTING)

EQUIPMENT

Scooter-board

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Sit on scooter-board holding on to sides and travel down incline with assistance. Feet maintain contact with incline.	CM. Sit child on scooter-board with hands holding on at sides. Stand beside incline and place one hand on child's back and other hand on waist for support. Slowly move scooter-board down incline. MP. Hold scooter steady as child sits. Stand beside incline. Place one hand around child's back and other hand holds on to front of scooter. Control speed partway down slide and then release near bottom. Gradually release further up incline.	
2. Sit on scooter-board holding on to sides. Lift legs after initial push and travel down incline.	CM. Child sits on scooter-board with legs extended in front. Pull or push scooter-board forward with one hand and hold legs up with other hand. Slowly move scooter-board down incline.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	MP. Pull scooter-board forward. Push up at lower leg to prompt child to lift legs. Release hold on scooter-board partway down incline. Release earlier with successive trials.	
3. Push back on floor with hands to initiate movement and travel down incline.	CM. Child sits on scooter-board. Grasp child's wrists and place his hands on either side of scooter-board on incline. Pull back on wrists so that child's hands push off to initiate movement. Child then lifts legs, holds on to sides of scooter-board, and travels down incline. MP. Grasp child's forearms to prompt him to place his hands on either side of scooter-board on incline. Pull back on forearms to prompt child to push off with hands.	Place two scooters on top of slide. Child sits on front scooter, teacher behind. Put two children on two scooters. Wrap legs of child around child in front. Hold them and push them down slide together. Stand beside slide and hold child's hand as he slides down. Stand at bottom of slide and clap hands as child slides.

TUMMY RIDING ON A SCOOTER

EQUIPMENT

Scooter-board

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Lie on stomach on scooter-board holding onto sides, while being pushed forward.	CM. Place child on stomach on a scooter-board. Push so child travels forward. MP. Prompt child to lie on stomach on scooter-board. Push so that child travels forward.	
2. Lie on stomach on scooter-board. Place both hands on floor and push back repeatedly so that scooter-board travels forward 10 feet.	CM. Child lies on stomach on scooter-board. Grasp child's wrists and place his hands near shoulders on floor. Pull back on wrists so that child pushes off with hands to initiate forward movement. MP. Child lies on stomach on scooter-board. Prompt child to place both hands on floor, and push back to propel forward by slightly pulling at wrists.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Lie on stomach on scooter-board and push off with hands. Lift hands and feet off floor, glide, then push back with hands again before scooter stops.	CM. Child lies on stomach on scooter-board and travels by pushing off with hands. Lift arms and legs off floor so that child continues to travel forward. Manipulation and prompting of only the half of the body may be found easier. MP. Child lies on stomach on scooter-board, and travels by pushing off with hands. Prompt child to lift arms and legs off floor so that he glides forward. Prompting may occur by gently pushing up at knee and elbow.	

TUMMY RIDING DOWN AN INCLINE ON A SCOOTER

EQUIPMENT

Scooter-board

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Lie with stomach on scooter-board holding onto sides and travel down incline with assistance. Feet maintain contact with incline.	CM. Place child on stomach on scooter-board with hands holding on at sides. Stand beside incline holding child's waist and slowly move scooter-board down incline. MP. Prompt child to get on scooter-board. Stand beside incline and lightly hold child's waist. Control speed partway down slide and then release near bottom. Gradually release further up incline.	
2. Lie with stomach on scooter-board holding onto sides. Lift legs after initial push and travel down incline.	CM. Child lies with stomach on scooter-board. Pull scooter-board forward with one hand and hold legs up with the other while moving scooter-board down incline. MP. Child lies with stomach on scooter-board. Pull scooter-board forward and gently press at shins to prompt child to lift legs. Release hold on	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
	scooter-board partway down incline.	
3. Push back with hands to initiate movement. Lift feet and hands and travel down incline.	CM. Child lies with stomach on scooter-board. Grasp child's wrists, placing his hands near shoulders on incline. Pull back on wrists so that child's hands push off to initiate movement. Hold hands up off incline while scooter-board travels down incline. MP. Child lies with stomach on scooter-board. Pull back on forearms to prompt child to push off with hands. Hold hands off incline and release partway down slide.	Have child place hands onto sides of scooter-board after pushing off.

PULLING A WAGON

EQUIPMENT

Wagon

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Pulls wagon around obstacles.	CM. Place hand over child's hand which holds on to wagon handle. Walk with child, pulling wagon around obstacles. MP. Prompt child to grasp handle by holding his wrist and moving hand towards handle. Pull wagon with child and then gradually release.	
2. Pulls wagon containing object.	CM. Cover child's hand which is holding wagon handle. Pull wagon containing object. MP. Pull wagon with child by grasping his wrist and then gradually release so that child pulls wagon alone.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Pulls wagon with another child in it.	CM. Pull wagon with child either by covering child's hand or by holding onto another part of handle or bar. MP. Walk along with child and grasp his wrist to prompt him to pull on wagon handle.	

RIDING A WAGON

EQUIPMENT

Wagon

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Kneel in wagon while being pulled forward.	CM. Sit child in wagon tucking both legs under seat. MP. Bend lower leg of child to prompt him to kneel in wagon.	
2. Hold onto handle, and kneel in wagon with one leg, with other foot on floor, while being pushed from behind.	CM. Child sits in wagon with one leg tucked under seat. Place child's hands onto handle. Place other foot on floor to side of wagon and hold ankle with hand, while pushing wagon from behind with other hand. As wagon is pushed forwards foot falls back. Plant foot forward again and repeat. MP. Move child's hands towards handle. As wagon is pushed forward, push back of child's ankle to prompt him to replant foot.	

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Hold onto handle and kneel in wagon with one leg. Push off with other foot to travel forward. Replant foot and repeat.	CM. Child kneels in wagon with one leg and holds onto handle. Grasp child's other ankle and plant foot to floor. Still grasping ankle, push foot back as child travels forwards. Continue grasping ankle to replant foot and repeat. MP. Push at front of ankle to prompt child to push off with foot on floor. Push back of ankle to prompt child to replant foot.	After forceful push off child may lift leg and coast. Steer wagon around obstacles.

RIDING A TRICYCLE

EQUIPMENT

Tricycle

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Sit on tricycle with hands grasping handlebars and feet maintaining contact with the pedals while being pushed.	CM. Stand behind child, placing feet on pedals and hands on bars. Keep hands on child's hands and push trike from behind. When child can hold on by himself, put your hands on his feet and hold them on the pedals. MP. Push from behind or beside trike holding only one of child's hands on handlebar and one of child's feet on pedal. Reduce prompt to placing hands and feet on trike at start, and then releasing while pushing from behind.	Tie a rope to front of tricycle and pull child. Put straps on the pedals to hold feet on. Wait until child's hands and feet are in proper position before you push. Encourage child to steer throughout entire task sequence.
2. Push tricycle pedals several times after being given an initial push.	CM. Stand beside or behind trike and push down on child's thighs, knees or feet. MP. Push knees of child occasionally, allowing trike to continue motion.	Push trike hard enough so that the child rides for 10 to 20 feet alone. A fast push will help child attend to task. Use repeated pushes so that trike does not stop. Walk backwards in front of tricycle and pull on child's trouser legs to keep bike going.

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
3. Pedal forward one-half revolution when pedals are preset so that top pedal is just a little forward from highest position.	CM. Stand beside trike and push down on child's thigh or knee on side of preset pedal. MP. Push slightly on child's knee to prompt him to push down on pedal.	
4. Pedal forward 20 feet starting from a stopped position.	CM. Place pedal at highest point. Push down on child's knee to initiate motion. Repeat on other leg. MP. Place pedal at highest point. Push slightly on knee.	If there are two teachers available, one can stand behind the child to help initiate the movement while the other stands in front and claps or calls child's name.
5. Pedal forward steering around 3 obstacles.	CM. Place hands over child's hands and steer around obstacles as child pedals. MP. Slightly turn the handles as child approaches the obstacle.	Use chairs, boxes, cones, etc. as obstacles. Form pathways on floor with ropes, tape or sticks for child to follow.

RIDING THE BACK OF A TRICYCLE

EQUIPMENT

Tricycle

TASK SEQUENCE	PHYSICAL PROMPTS	OTHER TEACHING SUGGESTIONS
1. Child stands on the back of the tricycle holding the shoulders of pedaler while tricycle travels for 15 ft.	CM. Place a child on tricycle in correct position, supporting him and holding his hands on shoulders of pedaler. MP. Place one hand behind child for support or hold his hands on pedaler's shoulders.	Have child stand behind you and hold with one hand while you pedal. Instruct 2 children at once by alternating rider and pedaler, encouraging social co-operation and sharing.
2. Child stands on back of the tricycle holding the handlebars, and pushes with one foot on the floor at regular intervals so that tricycle travels 15 ft. The rider in front also holds onto handlebars and keeps feet on pedals.	CM. Manipulate child's foot to push off floor. MP. Push child's foot towards floor.	Be sure that initially the pedaler has a straight path to follow. Teacher rides tricycle, verbally prompting child. Pull tricycle as child pushes with one foot.

APPENDIX D

SAMPLES OF GROUP ACTIVITIES

RUNNING

BODY PARTS	BODY ACTIONS	ORGANIZATION
Arms	Swing your arms	
Feet	Stand up	Mat 30' - 50' Mat
Knees	Sit down	

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts. Arms, feet, knees. 2. Standing on mat swing arms. 3. Run to other mat swinging arms and sit down. 4. Repeat, keeping one teacher on each mat.	PHYSICAL Hold one hand and pull. Prod from behind with gentle push in middle of back. VISUAL Teacher demonstrates the run, then sits on mat and touches the children as they arrive. VERBAL Where are your arms? (knees) Run fast. Swing your arms. One, two, three, Run! Run to the teacher.	Begin having all children run at same time, then give turns, starting them one at a time, but doing it quickly so the wait is not long. First teacher can call names. Put an inclined mat in the middle; run up and jump down, or climb up and run down.

HOPPING ON ONE FOOT

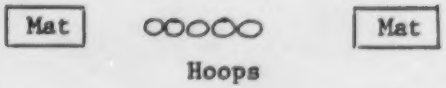
BODY PARTS

Feet
Knees
Arms

BODY ACTIONS

Bend knees
Swing arms

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Sitting on mat emphasize knee bends, ankle flexion by making children point their toes. 3. Stand up, hop in one spot. 4. Hop through the hoops - from one to the other. 5. Sit on mat, wait for rest of children - then repeat. Children must go one at a time.	PHYSICAL Hold child's hands as they hop from one hoop to another. VISUAL Teacher demonstration (jumping) from one hoop to the next. VERBAL Show me your feet. Point your toes. Bend your knees. Jump high into the air. Jump into the next hoop.	To make activity faster, use rows of hoops.

JUMPING DOWN

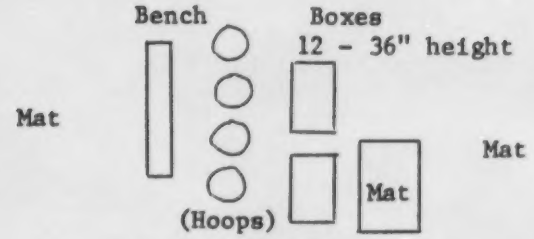
BODY PARTS

Knees
Feet
Arms

BODY ACTIONS

Bend knees
Swing arms
Stand up
Sit down

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat children identify knees, feet, arms. 2. Standing on mat children swing arms, bend knees. 3. Walk to bench and jump down, landing on two feet. Repeat on boxes. 4. Sit on mat and begin again.	PHYSICAL Stand in front of children to give one-hand or two-hand assistance on jumping down. VISUAL Teacher gives initial demonstration on bench. Put hoops on floor beside bench. VERBAL Show me your knees! (feet, arms) Bend your knees. Swing your arms. Jump down.	Repeat verbal prompts of 'Bend your knees' before the children jump. Turn benches lengthwise, children walk along bench and jump off at the end. Put inclined board up to top of box. Walk board and jump off box.

FORWARD ROLL

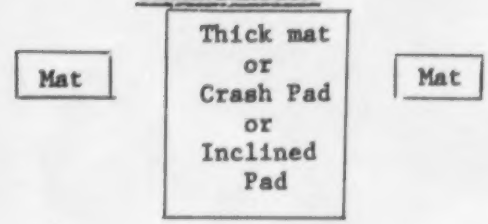
BODY PARTS

Head
Hands
Back
Feet
Legs

BODY ACTIONS

Tuck your head
Push with your feet
Push with your hands

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts head, hands, back, feet, legs. 2. Sitting on mat make yourself look like a ball. 3. Run to the thick mat, squat, tuck head and roll to squatting position, run to other mat and sit (keep teacher on each mat). 4. Repeat going the other way.	PHYSICAL Kneel or squat beside child. Put your hand on the back of his head and tuck it under; keep your hand under his head and push his bum over. Return him to a squatting position. VISUAL Teacher demonstrates the forward roll starting from squat position and ending in this position. Then runs to mat and sits down. VERBAL Tuck your head. Put your hands down. Push with your feet/arms. Roll over. Stand up.	Have the children doing the task one at a time with the first teacher calling their names and a second aiding them while doing their rolls. Put an inclined mat near the thick mat and have the children, again one at a time, climb up onto the mat and do a forward roll down it.

CLIMBING ONTO A BOX

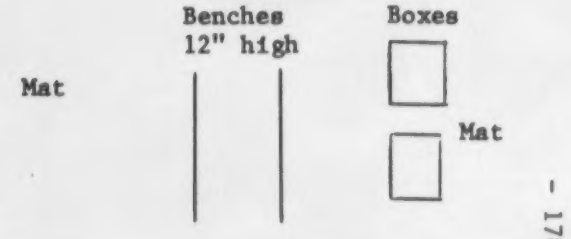
BODY PARTS

Knees
Feet
Tummy

BODY ACTIONS

Stand up
Sit down
Go under
Go over

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts: knees, feet, tummy. 2. Respond to cues at slow and fast speeds: stand up! sit down! 3. On tummies go under first bench, go over second bench and boxes. 4. Repeat going back.	PHYSICAL Place child's hands on box, lift one knee, putting shin on box, lift from the back of the other upper thigh. VISUAL Teacher demonstration. VERBAL Go under the bench on your tummy. Go over the bench. Climb up onto the box. Get down from the box.	For body parts get into different body positions: get on your knees, stand on your feet, lie on your tummy.

ASCENDING LADDER/SLIDING DOWN A SLIDE

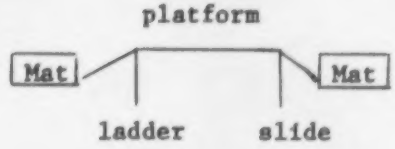
BODY PARTS

Seat
Tummy
Arms
Hands
Feet

BODY ACTIONS

Bend knees
Sit and touch toes

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Standing; stretch and touch toes, stepping motion, lifting knees up high. 3. One child at a time goes up ladder - slide down other side. 4. Children sit on mat and wait for other children - repeat.	PHYSICAL Assist the child up ladder, placing their feet alternately on the rungs, move the child's hands up ladder if necessary. VISUAL Teacher demonstration. Show different ways to go down slide. VERBAL Climb up the ladder. Slide down. One foot at a time. Slide on your tummy.	Teacher may have to slide down with child between legs if child is afraid of slide.

THROWING

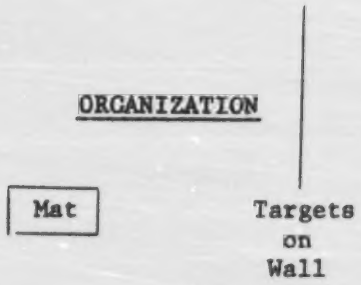
BODY PARTS

Hand
Elbows
Arm
Ear
Legs

BODY ACTIONS

Bend elbow.
Straighten arm.
Step forward.

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat, identify hand, elbow, arms, ears and legs. 2. Sit on mat and bend your elbows, touch your ears and straighten your arms. 3. Stand up and pretend to throw hard. 4. Stand in a line and throw bean bags or small balls all at once at the circles (without turns). 5. Retrieve bean bags and repeat.	PHYSICAL Stand behind child. Hold child's hand with ball behind head. Push arm forward in throwing action. Pull non-throwing shoulder back as child brings arm forward in throwing action. VISUAL Teacher demonstrates the throwing action and then taps the circle to indicate where the ball should be thrown. VERBAL Throw the ball at the target. Bend your arm. Show me your elbow, hand.	Children can line up and take turns throwing at target.

TUMMY ON SCOOTER

(on incline)

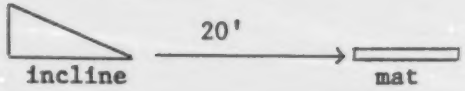
BODY PARTS

Tummy
Hands
Feet
Chin

BODY ACTIONS

Lie on tummy
Arch back
Push with hands

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify tummy, hands, feet, and chin. 2. Slide down incline on tummy keeping chin and knees up. 3. Take scooter to top of incline, lie with tummy on it. Lift chin and knees and push with hands down incline.	PHYSICAL Initiate action with a gentle push on the child's seat. VISUAL Teacher demonstration. VERBAL Slide down on your tummy. Slide down on the scooter.	Have one scooter per child. On floor have children arch back and rock on tummy. Children should go in turn. Teacher indicates when it is safe for the next child to go. Have children extend arms to the side - like a bird or a plane.

TARGET SKILL: JUMPING OVER

BODY PARTS

KNEES

ARMS

BODY ACTIONS

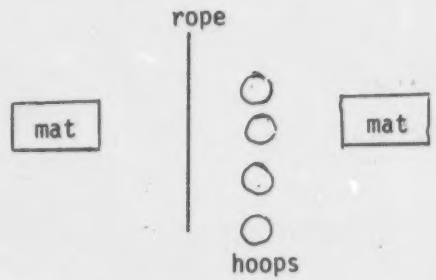
bend knees

swing arms

jump over

jump into

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts while sitting on mat. 2. Jump up and down in one spot - 2 foot takeoff - 2 foot landing. 3. Walk to rope and jump over, jump into and out of hoops. 4. Sit on mat and then repeat.	**PHYSICAL** Stand in front of child and give one hand or 2 hands for assistance. May have to pull up on child's hand to initiate jump. **VISUAL** Teacher demonstrates. **VERBAL** Bend your knees Swing your arms Jump over the rope Jump into the hoop	Children can all jump at once or take turns.

TARGET SKILL RUNNING

BODY PARTS

knees

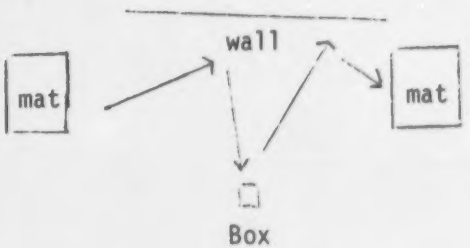
arms

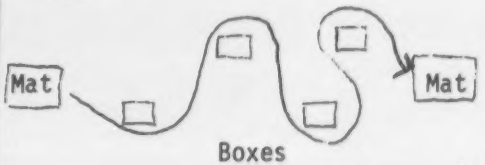
BODY ACTIONS

swing arms

bend knees

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Stand up and run to the wall, run to the box, run back to wall - and then to mat at other end of room.	**PHYSICAL** hold child's hand and begin to run fast to wall **VISUAL** teacher demonstrates **VERBAL** Run to the wall. Swing your arms. Run to the box. Run to the mat.	Set up boxes in a zigzag line so that children run in and out.  Put boxes closer together to increase the difficulty.

KICKING

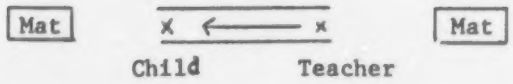
BODY PARTS

Knees
Feet

BODY ACTIONS

Bend Knee
Swing lower leg

ORGANIZATION



- 184 -

ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Sit on mat, identify body parts 2. Stand on mat, pretend to kick a ball for body action. 3. One child at a time walk to benches - teacher rolls a ball towards child, child kicks it back to teacher - then runs to other mat. 4. Repeat going other way.	PHYSICAL	Stand beside child and either hold child's hand for support, or manipulate child's foot for kicking.	Place benches on their sides so the balls won't go all over room. Roll ball slowly so children have time to react and kick the ball.
	VISUAL	Teacher demonstration emphasizing leg swing.	
	VERBAL	Watch the ball. Kick the ball. Run to the other mat.	

JUMPING DOWN

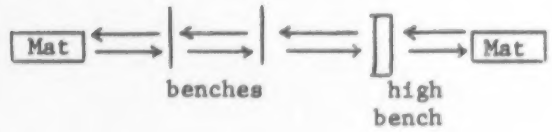
BODY PARTS

Feet
Knees
Arms

BODY ACTIONS

Bend knees
Swing arms

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts sitting on mat. 2. Standing, swing arms, bend knees. 3. Walk to bench, and jump down, landing on two feet. Repeat on higher bench. 4. Sit on mat, then repeat again.	PHYSICAL Stand in front of child to give one or two hand assistance if needed. VISUAL Teacher demonstration emphasizing bending knees and swinging arms. VERBAL "Show me your knees" Bend your knees. Swing your arms. Jump down. Ready, set, jump.	Give verbal clues before child jumps. Turn benches lengthwise, children walk along bench and jump off end. Put hoops on floor beside bench.

TARGET SKILL ~~WALKING UP AN INCLINE~~

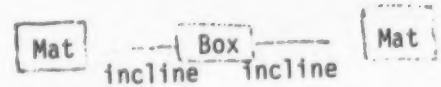
BODY PARTS

arms
hands
feet
knees

BODY ACTIONS

swing your arms

ORGANIZATION



186

ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Sitting on mat identify body parts - arms, hands, feet, knees. 2. Walk up incline, walk down, run to other mat and sit down. 3. Climb up incline on hands and feet. Slide down on seat or tummy.	PHYSICAL	Hold one hand and pull or push the child up the incline. Push or prod from behind while he goes on hands and feet.	Have the children walk up the incline altogether and then run and sit down on the mat. This could be repeated using the inclined mat. Have the children climb up the slide on hands and feet one at a time. The first teacher waits for the children at the top of the slide calling their names. After everyone is up the children slide down. If the group is reasonably skilled they could walk up an inclined board one at a time. Two boards could be pushed together for greater width.
	VISUAL	Teacher demonstrates the walk up the incline and crawling up on hands and feet.	
	VERBAL	- swing your arms - walk up - pull with your hands - push with your feet - climb up the slide	

TARGET SKILL [THROWING]

BODY PARTS	BODY ACTIONS	ORGANIZATION
hands elbows arms ears	bend your elbow straighten your arm touch your ear throw into the hoop	Mat Hoop Box Mat

ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Sitting on mat identify hands, elbows, arms and ears. 2. Stand up and then bend your arms, then straighten them, bend then straighten. 3. Now bend your arm and put your hand near your ear. Now straighten your arm so your hand reaches for the celery. 4. In pairs, children run up to the hoop, throw the bean bag into the hoop, climb through the hoop, pick up their bean bag, run to the box and then throw their bean bag into the box and sit on the mat.	PHYSICAL	Stand behind child. Hold child's hand with ben bag behind head. Push arm forward in throwing action while pulling the non-throwing shoulder back to get body rotation.	Have all children go at once or send them in pairs.
	VISUAL	Teacher demonstrates throwing into the hoop and then into the box. Also points into the box.	
	VERBAL	Throw the bean bag into the hoop, and into the box.	

TARGET SKILL JUMPING

BODY PARTS

FEET

ARMS

KNEES

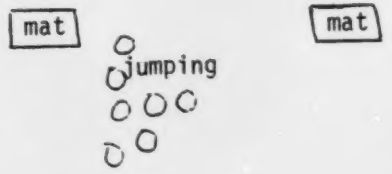
BODY ACTIONS

bend knees

swing arms

stand in the hoop

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts: feet, arms knees. 2. Each child stands in a hoop and jumps up and down. 3. Change hoops and jump again. 4. Repeat.	**PHYSICAL** Hold child's hands, pull down to initiate knee bend, pull up on child's hands to initiate jumps. **VISUAL** Teacher demonstration. **VERBAL** - bend your knees - stand inside the hoop - jump in the hoop - jump as high as you can	Children can jump in each hoop in turn.

TARGET SKILL [JUMPING DOWN]

BODY PARTS

Knees

Feet

Arms

BODY ACTIONS

Bend Knees

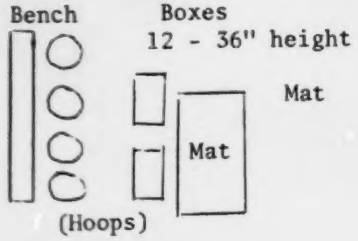
Swing arms

Stand up

Sit down

Mat

ORGANIZATION



ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1) Sitting on mat children identify knees, feet, arms. 2) Standing on mat children swing arms, bend knees. 3) Walk to bench and jump down, landing on two feet. Repeat on boxes. 4) Sit on mat and begin again.	PHYSICAL	Stand in front of children to give one-hand or two-hand assistance on jumping down.	Repeat verbal prompts of 'Bend your knees' before the children jump. Turn benches lengthwise, children walk along bench and jump off at the end.
	VISUAL	Teacher gives initial demonstration on bench. Put hoops on floor beside bench.	Put inclined board up to top of box. Walk board and jump off box.
	VERBAL	Show me you knees! (feet,arms) Bend your knees. Swing your arms. Jump down.	

TARGET SKILL [RUNNING]

BODY PARTS

Arms

Feet

Knees

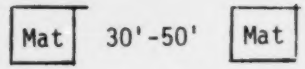
BODY ACTIONS

Swing your arms

Stand up

Sit down

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1) Sitting on mat identify body parts. Arms, feet, knees. 2) Standing on mat swing arms 3) Run to other mat swinging arms and sit down. 4) Repeat, keeping one teacher on each mat.	**PHYSICAL** Hold one hand and pull. Prod from behind with gentle push in middle of back. **VISUAL** Teacher demonstrates the run, then sits on mat and touches children as they arrive. **VERBAL** Where are your arms? (knees). Run fast. Swing your arms One, two, three, Run! Run to the teacher.	Begin having all children run at same time, then give turns, starting them one at a time, but doing it quickly so the wait is not long First teacher can call names. Put an inclined mat in the middle; run up and jump down, or climb up and run down.

JUMPING DOWN

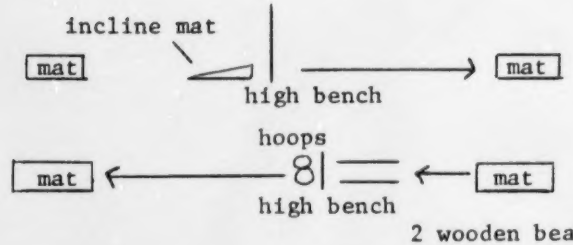
BODY PARTS

Knees
Arms

BODY ACTIONS

Bend knees
Swing arms

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts. 2. Stand up in a circle and bend knees and straighten them, jump in one spot. 3. Two children at a time are called to run to mat, walk up incline, climb onto bench, jump down, run to other mat. 4. On the way back, two at a time (called) walk up beam, climb onto bench and jump down into hoops, run to other mat and wait for the other children.	PHYSICAL When child attempts to jump give one or two handed assistance if needed - may have to pull down on child's hands to initial bending of knees. Walking up beam may have to hold child for balance. VISUAL Teacher demonstration. VERBAL Walk up the mat. Jump down. Walk up the beam. Bend your knees.	

JUMPING

BODY PARTS

Feet

Arms

Knees

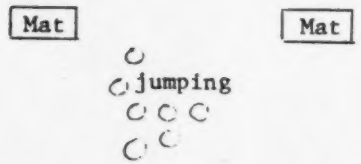
BODY ACTIONS

Bend knees

Swing arms

Stand in the hoop

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts: feet, arms, knees. 2. Each child stands in a hoop and jumps up and down. 3. Change hoops and jump again. 4. Repeat.	PHYSICAL Hold child's hands, pull down to initiate knees bend, pull up on child's hands to initiate jumps. VISUAL Teacher demonstration. VERBAL Bend your knees. Stand inside the hoop. Jump in the hoop. Jump as high as you can.	Children can jump in each hoop in turn.

JUMPING OVER

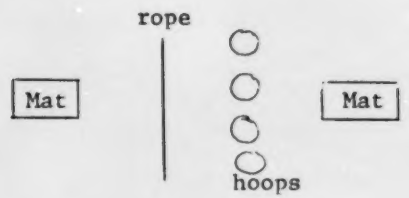
BODY PARTS

Knees
Arms

BODY ACTIONS

Bend knees
Swing arms
Jump over
Jump into

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts while sitting on mat. 2. Jump up and down in one spot- 2 foot takeoff - 2 foot landing. 3. Walk up to rope and jump over, jump into and out of hoops. 4. Sit on mat and then repeat.	PHYSICAL Stand in front of child and give one hand or 2 hands for assistance. May have to pull up on child's hand to initiate jump. VISUAL Teacher demonstrates. VERBAL Bend your knees. Swing your arms. Jump over the rope. Jump into the hoop.	Children can all jump at once or take turns.

HOPPING ON ONE FOOT

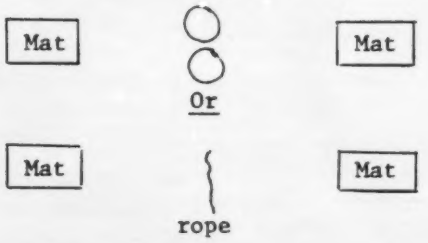
BODY PARTS

Feet
Knees
Arms

BODY ACTIONS

Bend your knee
Lift your leg
Swing your arms

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts - arms, feet, knees. 2. Standing on mat, lift one leg and then bounce on one foot without leaving the floor. 3. Standing on mat hop on one foot (in one spot). 4. Run to hoops; hop in and then out of the hoop. Then run to other mat and sit down (one or two children). 5. Run to rope, hop over it and run and sit down. 6. Hop on one foot from one mat to the other.	PHYSICAL Hold one or both hands, lifting his hands, prompting him to hop. Gently pull his arms towards you each time he leaves the ground so as to move him forward. VISUAL Teacher demonstrates. VERBAL Lift your leg. Bend your knee. Hop up and down. Hop forward.	Have children hop into and out of the hoops one at a time (or two at a time - one in each hoop) with the first teacher calling their names and the other assisting the children. Lay a rope down and have the children hop over the rope altogether.

PLAYGROUND SKILLS

SLIDE DOWN INCLINE ON SCOOTER

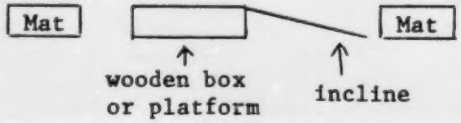
BODY PARTS

Feet
Seat
Hands
Knees

BODY ACTIONS

Bend knees
Stretch and touch toes
Tuck knees in close to body.

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Two children at a time walk to wooden platform, sit on scooter and slide down, run to other mat. 3. Repeat after all children have gone.	PHYSICAL Hold onto child and scooter to keep it from going too fast. Place child's hands on side of scooter so they will hold onto it. VISUAL Teacher or child demonstration. VERBAL Sit on the scooter. Hold your feet up. Hold onto the scooter.	Two scooters - child sits on front scooter, teacher behind. Two children on scooters, one in front, one behind.

TUMMY ON A SCOOTER

(on floor)

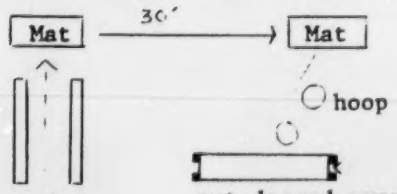
BODY PARTS

Tummy
Hands
Feet
Chin

BODY ACTIONS

Lie on tummy
Arch back
Push with hands
Push with feet

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify tummy, hands, chin and feet. 2. While on tummy arch back so head is facing forward. Lift chin. 3. Spin around on tummy. 4. Push to other mat on tummy. 5. Lie with tummy on scooter and push to other mat. 6. With tummy on scooter follow the leader through obstacle course.	PHYSICAL With one hand hold child under the chin to help keep head up. With other hand on child's seat give an initial prod or push. VISUAL Teacher demonstrates how to arch back to keep head up and how to propel body on scooter. VERBAL Lie on your tummy and look at me. Push along with your hands. Push to the other mat. Follow me - around, under, and through!	Have enough scooters so each child has his own. Have children line up together and race to another point. Have children push and then glide on the scooters.

BODY CONTROL SKILLS

WALKING UP AN INCLINED BENCH

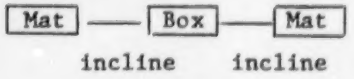
BODY PARTS

Arms
Hands
Feet
Knees

BODY ACTIONS

Swing your arms
Bend knees

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts - arms, hands, feet, knees. 2. Walk up incline, walk down, run to other mat and sit down. 3. Climb up incline on hands and feet. Slide down on seat or tummy.	PHYSICAL Hold one hand and gently pull or push the child up the incline. Prod from behind while he goes on hands and feet. VISUAL Teacher demonstrates the walk up the incline and crawling up on hands and feet. VERBAL Swing your arms. Walk up. Pull with your hands. Push with your feet. Climb up the slide.	Have the children walk up the incline altogether and then run and sit down on the mat. This could be repeated using the inclined mat. Have the children climb up the slide on hands and feet one at a time. The first teacher waits for the first children at the top of the slide calling their names. After everyone is up the children slide down. If the group is reasonably skilled they could walk up an inclined board one at a time. Two boards could be pushed together for a greater width.

TARGET SKILL: CLIMBING ONTO A BOX

BODY PARTS

knees

feet

tummy

BODY ACTIONS

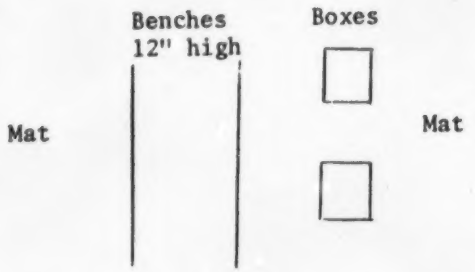
stand up

sit down

go under

go over

ORGANIZATION



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ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1) Identify body parts: knees, feet, tummy. 2) Respond to cues at slow and fast speeds: stand up! sit down! 3) On tummies go under first bench, go over second bench and boxes. 4) Repeat going back.	**PHYSICAL** Place child's hands on box, lift one knee, putting shin on box, lift from the back of the other upper thigh. **VISUAL** Teacher demonstration. **VERBAL** Go under the bench on your tummy. Go over the bench. Climb up onto the box. Get down from the box.	For body parts get into different body positions: get on your knees, stand on your feet, lie on your tummy.

CLIMBING

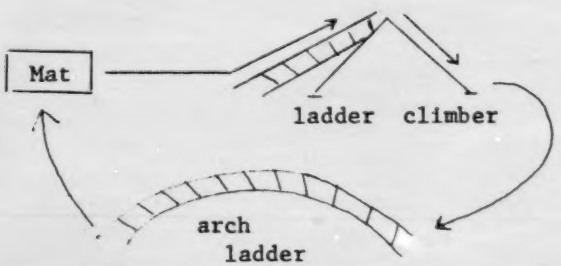
BODY PARTS

Feet
Hands
Shoulders
Legs

BODY ACTIONS

Reaching with hands
Alternating feet
Bending knees
Grasping with hands

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sing "Bend and Stretch, Reach for the Sky". 2. Bend and lift knees, open and close hands, stomp feet. 3. Climb up ladder, down climber, run to arch, climb over and back to mat. 4. Reverse direction.	PHYSICAL Steady child with support under seat. Clasp child's hands firmly on rungs. VISUAL Demonstration by teacher or one of the students. VERBAL Pretend you are walking upstairs. Pretend you are picking apples off a tree. Reach, grab, reach, grab. Follow me.	March like soldiers - lifting knees way up. Take turns on ladders and march on the spot while waiting for turn.

CLIMBING

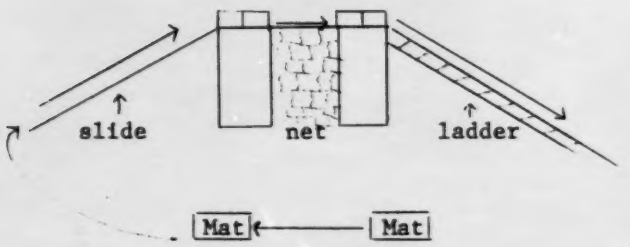
BODY PARTS

Hands
Feet
Shoulders
Feet

BODY ACTIONS

Pulling up with arms
Grasping with hands
Bending and lifting legs

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify hands, feet, shoulders. 2. Do a monkey walk (both feet and both hands flat on floor) to other mat. 3. Monkey walk up slide across and down ladder. 4. Climb up netting and down slide backwards.	PHYSICAL Boost child with hand on seat. VISUAL Demonstration by teacher. VERBAL Walk like a monkey up the slide and down the ladder. Up the net and down the slide.	Follow one behind the other. Have the more skilled children go first and the slower children who need help can follow behind.

CLIMBING

BODY PARTS

Arms
Shoulders
Legs
Feet

BODY ACTIONS

Reaching up
Lifting legs
Bending legs
Swinging legs
Pulling up with arms
Grasping with hands

ORGANIZATION

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify arms, shoulders and legs. 2. Reach up with arms. 3. Climb up ladder and jump off box horse onto mat. 4. Walk over mat, climb up box horse and down ladder.	PHYSICAL From behind the child help with proper hand placement and help lift up legs. VISUAL Teacher demonstration alternating feet on ladder and climbing slowly on to box horse. VERBAL Reach up. Now up the ladder, one foot next foot, etc. Climb up and then down the ladder.	To increase difficulty use taller box horse and increase the angle of the ladder. To increase difficulty use inclined bench in place of ladder.

CLIMBING

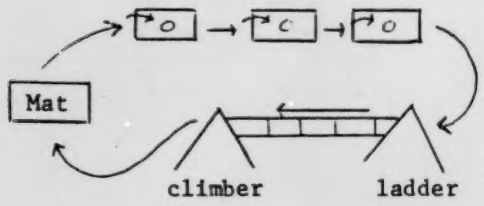
BODY PARTS

- Arms
- Shoulders
- Legs
- Feet

BODY ACTIONS

- Reaching up
- Bending Knees
- Pulling with arms
- Grasping with hand

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify arms, shoulders and legs 2. Climb into wooden boxes from above and come out the side facing the next box 3. Climb up climber and along ladder then down other climber and back to the mat	PHYSICAL Give child initial boost on to box and guide child by the hand VISUAL Teacher Demonstration VERBAL Climb up on the box. Climb up, along the ladder, and climb down	Use a follow-the leader or a train formation. Have the more skilled children assist the others.

ASCENDING, DESCENDING A LADDER

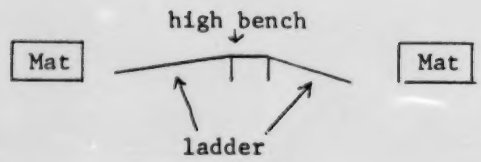
BODY PARTS

Hands
Feet
Knees
Elbows

BODY ACTIONS

Grasping
Bend Knees
Bend Elbows

ORGANIZATION



ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Sitting on mat identify body parts.	PHYSICAL	Assist child in placing hands and feet alternately on the bars of the ladder	
2. Standing on mat bend knees, have kids pretend they are picking apples for arm action.	VISUAL	Teacher demonstration, emphasizing alternate arms and leg action.	
3. One child at a time climb up the ladder on one side and climb down ladder on other side - run to mat, wait for other children.	VERBAL	Bend your knees Pretend you are picking apples from a tree. Climb up the ladder Climb down the ladder	
4. Repeat going back.			

OBJECT CONTROL SKILLS

THROWING

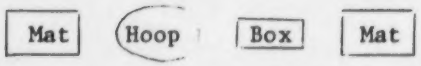
BODY PARTS

Hands
Elbows
Arms
Ears

BODY ACTIONS

Bend your elbow.
Straighten your arm.
Touch your ear.
Throw into the hoop.

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify hands, elbows, arms and ears. 2. Stand up and then bend your arms, then straighten them, bend then straighten. 3. Standing on mat go through throwing action with children. 4. In pairs, children run up to the hoop, throw the bean bag into the hoop, climb through the hoop, pick up their bean bag, run to the box and then throw their bean bag into the box and sit on mat.	PHYSICAL Stand behind child. Hold child's hand with bean bag behind head. Push arm forward in throwing action while pulling the non-throwing shoulder back to get body rotation. VISUAL Teacher demonstrates throwing into the hoop and then into the box. Also points into the box. VERBAL Throw the bean bag into the hoop, and into the box. Bend your arm.	Have all children go at once or send them in pairs.

THROWING

BODY PARTS

Hands
Elbows
Arms
Knees
Feet

BODY ACTIONS

Bend elbows.
Flick hands.

ORGANIZATION

Basket with balls or bean bags

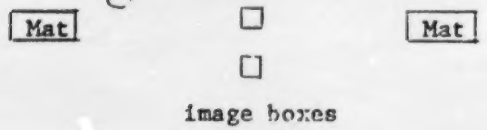


image boxes

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts while sitting on mat. 2. Body actions - bending elbows, flicking hands. 3. Children throw bean bag into the air and catch it. 4. Throw bean bag into image box 2 children at a time. 5. Sit on mat - then repeat again.	PHYSICAL Stand behind child and manipulate child's hand when throwing, if necessary. VISUAL Teacher demonstration VERBAL Bend your arms. Throw it into the box. Throw the bean bag into the air. Catch it.	Teacher may hold basket in the air and children throw bean bags into the basket. Two children throwing and catching bean bag. Have plenty of balls and bean bags so teacher doesn't have to run and get them all the time.

THROWING

(partners) Higher Skilled

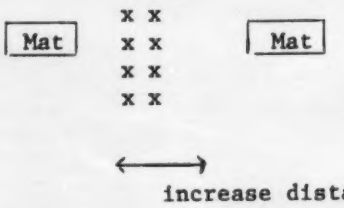
BODY PARTS

Hands
Elbows
Arms
Fingers

BODY ACTIONS

Clenching fists.
Bending arms.

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts. 2. Move arms in throwing action. 3. Children are paired off, given a bean bag between two children - throw bean bag back and forth about 5-7 times. 4. Increase the distance between the children, and repeat 5-7 times. 5. Give each child a bean bag and have them throw it in the air, higher each time.	PHYSICAL From behind hold child's hand and ball, move arm through throwing action. VISUAL Teacher demonstration - emphasizing watching the bean bag. VERBAL Show me your hands, elbows, arms. Can you make a fist? Throw it to your partner. Throw the bag into the air.	The children should be paired according to individual skill level. The group must be fairly highly skilled in order for any sort of co-operation from the children to occur. Increase the distance between the children as they progress. Skill can be performed either sitting or standing.

KICKING

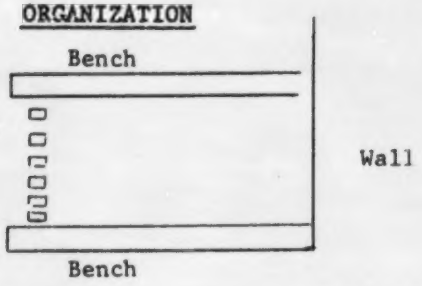
BODY PARTS

Feet
Knees
Legs

BODY ACTIONS

Bend Knee
Lift Foot
Swing leg

ORGANIZATION



ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Identify feet, knees and legs 2. Stomp feet 3. Swing leg from hip 4. Put bean bag on foot, kick it off, retrieve and repeat 5. Taking turns kick the ball at the wall.	PHYSICAL	Place bean bag on child's foot. With hand on child's lower leg initiate swing	One bean bag for each child works best. All the children can kick the bean bags at the same time. When using the ball take turns by calling out the children's names one at a time.
	VISUAL	Demonstration by Teacher	
	VERBAL	Kick that bean bag off your foot Swing your leg Kick the ball	

KICKING

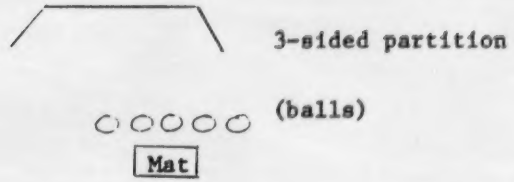
BODY PARTS

Toes
Knees
Legs
Head
Foot

BODY ACTIONS

Swing leg
Bend knee
Shaking body parts

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Put bean bag on foot, head shoulder and arm, shake it off.	PHYSICAL Lead child by hand to ball. Use one hand on lower leg to initiate kick.	Make sure children are stopped before they try and kick the ball - remind them.
2. Kick balls into "corral" formed by partition.	VISUAL Teacher demonstration.	Take turns, teacher calls out names.
	VERBAL Shake off the bean bags. Kick the ball.	

KICKING

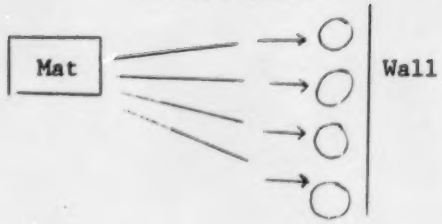
BODY PARTS

Knees
Toes
Legs
Hip

BODY ACTIONS

Bend knees
Wiggle toes
Swing leg

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify knees, toes, legs, hip. 2. Wiggle toes. 3. Swing leg from hip. 4. Have children kick a stationary ball towards the wall. 5. Have children take a short approach before kicking the ball.	PHYSICAL Lead child by hand towards ball. Initiate kick with one hand on lower shin. VISUAL Teacher demonstration. VERBAL Swing your leg back and forth. Walk to the ball, and kick it. Run and kick the ball.	Have children take turns, perhaps four at a time. Instructor should replace balls to their original position.

KICKING

BODY PARTS

Knees

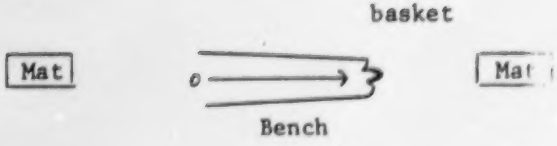
Feet

BODY ACTIONS

Bend knees

Swing feet in kicking motion

ORGANIZATION



ACTIVITY	PROMPTS		OTHER SUGGESTIONS
1. Sit on mat, identify body parts. 2. Standing on mat, balance on one foot, swing feet in kicking motion. 3. One child at a time walk up to ball and kick it into the basket, run to other mat and when all children have finished change benches and basket around to repeat activity.	PHYSICAL	Move child's leg in kicking motion - hold onto childs hand for balance.	Have enough balls for all children. Benches must be turned on their sides so balls won't go through the spaces.
	VISUAL	Teacher demonstration.	
	VERBAL	Kick the ball into the basket. Run to the mat. Bend your knee.	

KICKING

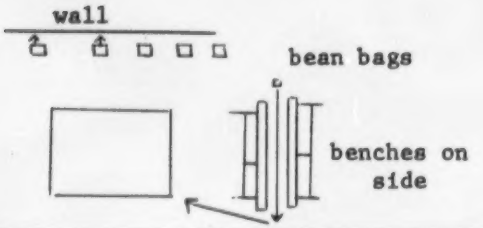
BODY PARTS

Knees
Toes
Legs

BODY ACTIONS

Bend knees
Swing leg
Wiggle toes

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify knees, toes and legs. 2. Bend and straighten knees. Wiggle toes. Swing leg forward and back. 3. Kick bean bag at wall, retrieve, repeat. 4. Taking turns, kick bean bag down "tunnel" and run through "tunnel" back to mat.	PHYSICAL Hold one hand behind knee, grasp lower part of shin with other hand and initiate the kicking action. VISUAL Teacher demonstration, slow and exaggerated actions. VERBAL Show me your knees, toes, legs. Can you bend your knees, wiggle your toes, swing your leg? Bend your knee and kick. Swing your leg and kick. Kick the ball. Kick with your toes.	Have one bean bag per child. When children become more skilled replace bean bags with balls.

KICKING

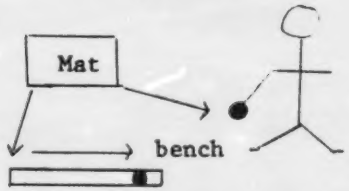
BODY PARTS

Toes
Knees
Legs

BODY ACTIONS

Bend knees
Swing leg
Wiggle toes

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify toes, knees and legs. 2. Stand on one foot, bend other knee and lift it up high, wiggle toes. Repeat with other foot. 3. Walk along bench and kick the ball off that is placed at either end of bench. 4. Kick tetherball on a string held by the teacher.	PHYSICAL Hold child's hand on the bench. Help initiate swing from the knee and hip with contact at knee and on lower leg. VISUAL Demonstration by one of the children. VERBAL Show me your knees, toes and legs. Walk on the bench and kick. One, two, three, kick.	Teacher calls up one child at a time to kick the ball. Suspend tetherball from ceiling about 4 inches above the ground.

KICKING

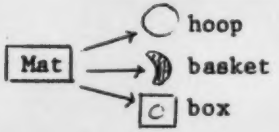
BODY PARTS

Knees
Toes
Legs

BODY ACTIONS

Bend knees
Swing leg

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify knee, toes and legs. 2. Kick bean bag through hoop from a distance of 2 or 3 feet. 3. Kick bean bag into basket. 4. Kick bean bag into box.	PHYSICAL Hold at knee and at back of lower leg initiate swinging action. VISUAL Teacher demonstration or peer demonstration. VERBAL Show me your knees, toes, and legs. Kick the bean bag through the hoop. Now into the basket. Kick the bean bag into the box.	Have one bean bag per child. Children should take turns, teacher calls names. When children become more skilled, replace bean bags with ball. Form three lines, one at each target.

KICKING

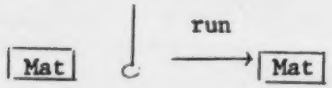
BODY PARTS

Knees
Feet
Toes

BODY ACTIONS

Bend knees.
Kicking action.

ORGANIZATION



teather ball hung from ceiling.

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Sitting on mat, bend and straighten legs. 3. Stand up and move leg in kicking motion. 4. Children take turns kicking the ball strung from the ceiling. 5. Sit on mat while other children perform skill - repeat.	PHYSICAL Manipulate child's leg if necessary, while child is trying to kick ball. Hold child's hand for balance. VISUAL Teacher demonstration. VERBAL Bend your knees. Kick the ball.	Kicking the ball into big boxes may be done also, with more skilled children.

STRIKING

BODY PARTS

Arms

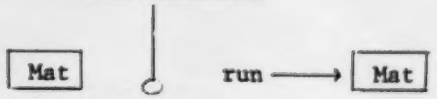
Hands

BODY ACTIONS

Swing arms from side to side.

Clench and relax hands.

ORGANIZATION



ball hung from ceiling.

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Standing clench hands and relax them - swing arms from side to side in the batting motion. 3. Child moves to the ball, strikes ball with bat, drops the bat and runs to other mat. 4. Sit on mat and wait for other children - then repeat.	PHYSICAL Stand behind child, holding his hands in the proper positions on the bat, initiate swing. May only have to place child's hands in proper position on the bat. VISUAL Teacher demonstration. VERBAL Hang on tight. Swing the bat. Hit the ball. Run to the mat.	

CATCHING

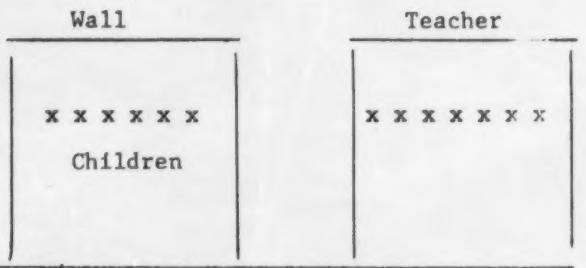
BODY PARTS

Hands
Arms
Elbows

BODY ACTIONS

Straighten Arms
Trap the ball

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body, have children pretend to roll ball on the floor - for body actions. 2. Each child receives a ball, roll ball to wall and trap ball as it returns from wall. 3. Teacher sits in front of children and rolls a ball to child; he rolls it back. One child at a time.	PHYSICAL From behind child hold his hands on ball and gently push ball with hands towards wall. VISUAL Teacher demonstration. VERBAL Watch the ball, Stop the ball. Ready, here it comes.	Benches may be placed beside children so the balls won't rol' all over.

THROWING

BODY PARTS

Hands
Elbows
Toes

BODY ACTIONS

Clenching hands.
Bend and straighten arms.
Touch toes.

ORGANIZATION

hoop

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts. 2. Standing in a circle around the hoop touch toes, bend and straighten arms, clench hands. 3. Make a circle around the hoop with the children - giving each child a bean bag. 4. Teacher starts the game - throwing bean bag into hoop. Children follow one after another in a circle. 5. Repeat going opposite direction.	PHYSICAL From behind child assist in throwing action. VISUAL Teacher demonstration as to how the bean bag should be thrown. VERBAL Show me your hands, elbows, toes. Throw the bean bag into the hoop.	Teacher may have to call out the child's name - going around the circle. Randomly call a child's name, to stress taking turns.

SITTING ON A SCOOTER

(down incline)

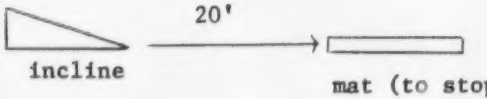
BODY PARTS

Seat
Hands
Feet

BODY ACTIONS

Sit down
Lift feet
Push with hands
Push with feet
Glide down incline

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify seat, hands and feet. 2. Slide down incline on seat pushing with hands and feet. 3. Take scooter to top of incline, sit on it, and slide down.	PHYSICAL Initiate action with gentle prod on the middle of the child's back. VISUAL Teacher demonstration. VERBAL Slide down on your seat. Sit on the scooter and push down.	Children should take turns on the incline. Teacher indicates when it is safe for the next child to go. Children can go down incline in pairs. One child can sit on a scooter behind the other and hook his legs around the other child's waist. Two children could hold hands while going down the incline on the scooters.

SITTING ON SCOOTER

(on floor)

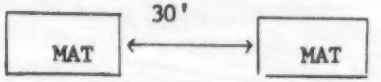
BODY PARTS

Seat
Hands
Feet

BODY ACTIONS

Sit down
Bend knees
Push with feet
Push with hands

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Sitting on mat identify body parts. Seat, hands, feet. 2. Sitting on floor spin around on seat. 3. Sitting on floor use feet and hands to move along to the other mat. 4. Sitting on scooter use feet and hands to push to other mat. 5. Spin around while sitting on scooter.	PHYSICAL Prod child from behind with a gentle push in middle of back. VISUAL Teacher demonstrates moving on scooter. VERBAL Move along the floor on your seat. Spin on your seat. Sit on the scooter and push to the other mat. Spin on the scooter.	Have enough scooters so that all the children can participate at once. Children can use only their hands or their feet to move along. Children can follow the teacher in a snaking path first on their seats on the floor and then on their scooters.

RUNNING

BODY PARTS

Arms

Knees

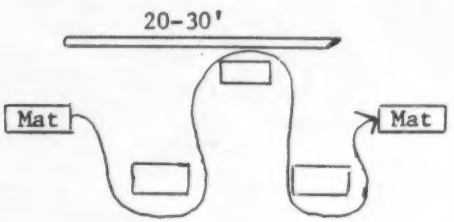
Feet

BODY ACTIONS

Swinging arms

Lift knees up high

ORGANIZATION



ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts. 2. Standing on mat, swing arms in running action, lift knees up high. 3. Run to other mat - back again - straight running. 4. Run around big boxes.	PHYSICAL Holding child's hands, pull them along - lightly push child from behind. VISUAL Teacher or child demonstration. Emphase arm swing. VERBAL Run to other mat. Swing your arms. Bend your knees. Ready, set, go!	Have children run one at a time. Run up and down an inclined mat or bench. Follow the leader running.

SOMERSAULT AROUND A BAR

BODY PARTS

Tummy
Hands
Knees
Feet

BODY ACTIONS

Clench hands
Bend knees
Flexing feet

ORGANIZATION

bar 1½' off ground

ACTIVITY	PROMPTS	OTHER SUGGESTIONS
1. Identify body parts emphasizing hands and tummy. 2. Children walk to horizontal bar 2 at a time - place hands on bar, palms facing away from body - rest tummy against bar, lean forward to initiate roll - push with feet to complete roll around bar. 3. Sit on mat, wait for the rest of the children. 4. Repeat.	PHYSICAL Hold child's hands on the bar - initiate forward roll by lightly pushing on child's back. Pick child's feet up. VISUAL Teacher demonstration. VERBAL Hold in tight. Lean forward. Put your tummy on the bar. Push with your feet.	